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ABSTRACT

Part VIII of the proceedings includes 16 presentations. They are: "Strengthening Internationalism through the Establishment of a Center for Spanish Language Training for Engineering Students" (David C. Kraft, Pamela J. Madl, Robert C. Spires, and Rusty McClanahan); "Training Court Interpreters: A Practitioner's Perspective" (Linda E. Haughton); "Strategies for Activating Professionally Related Vocabulary in Intermediate Spanish" (Richard A. Curry); "Spanish for the Professions: Should Our Pedagogy Stress Practice or Theory?" (Julia Moldof-Kurtz); "Bilingual (Spanish/English) Model Office, an Instructional Tool" (Lois M. Knowlton); "The Relationship of Special Purpose Language Courses for Business Spanish to Traditional Techniques, Methods, Texts, and Materials" (Laura J. Walker); "A Course in Beginning Spanish with a Business-Oriented Vocabulary: Methods and Texts" (Elisa Fernandez Cambria); "The Beginning of Spanish-for-Business Track within a Small College" (Sid D. Guillen); "The Best Language to Seal the Deal May Not Be English: Survival Spanish Can Help" (Cynthia Ann Elliott); "Spanish for Specific Purposes: The Nursing Professional" (John J. Staczek); "A Reassessment of Medical Spanish: A Need for a Demand or a Demand for a Need?" (Rochelle K. Kelz); "Towards a Better Understanding of the Hispanic Patient: Teaching Culture to the Health Professional" (Nitza Llado-Torres); "The Hispanic Community as a Resource in Language/Culture Training Programs for Professionals" (Barbara Lotito and Maria Borrero); "Como Se Dice Bedpan? The Urgent Call for Medical Spanish at Miami" (Donald A. Randolph); "The Teaching of Spanish for Medical Personnel" (Marjorie E. Herrmann); and "Street Spanish for the Helping Professions" (Douglas P. Hinkle). (MSE)

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PROCEEDINGS OF THE 1984 EMU CONFERENCE ON
FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART VIII:

SPANISH FOR BUSINESS AND THE PROFESSIONS

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STRENGTHENING INTERNATIONALISM THROUGH
THE ESTABLISHMENT OF A CENTER FOR SPANISH
LANGUAGE TRAINING FOR ENGINEERING STUDENTS

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INTRODUCTION

One of the most serious problems this country faces is its continuing inability to compete effectively in the world marketplace. The ongoing world trade deficit in the United States is but one of a number of visible signs of this lack of competitiveness. While annual U.S. exports now exceed \$200 billion, a major part of these exports are farm products. Only 250 U.S. firms account for 80 percent of the export trade and the recently announced nine billion dollar trade deficit for January 1984. This fact clearly suggests a need to broaden and intensify our efforts in the international marketplace.¹ To do otherwise will lead to a further erosion and greater instability of the economic strengths of this country.

In many instances, American businesses have made poor market penetration decisions in foreign countries because of inadequate language training and cultural sensitivity. One of the better known mistakes by an American company is documented in Paul Simon's The Tongue Tied American Confronting the Foreign Language Crisis.² An investigation of very low car sales of the Chevrolet Nova in Puerto Rico and Latin American revealed that Nova, when used as two

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words in Spanish, means "it does not go." By changing the name of the car from Nova to Caribe, sales increased dramatically.

Visits and discussions with business and industry executives, engineers and technical sales people over the past ten years have brought to our attention the recurring difficulties these people have experienced in visiting foreign countries and the disadvantage evident in discussions and negotiations. The problems encountered arise from a lack of understanding of the language and culture of the people with whom they are negotiating. The subtleties of negotiation and the formulation of agreement points were often lost because a translator had to be used for the Americans. Most of these business people have indicated the need to educate a significant number of engineering students who would also have foreign language abilities and, in turn, could be employed by these companies. Ultimately, these employees would have responsibilities in the international divisions of major U.S. corporations dealing specifically with the trades, sales, negotiations, and shared development of patents with foreign countries.

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With this background, the University of Kansas became interested in the development of a foreign language training program for engineering students which would address these needs. Given a properly designed and operated program carried out over an extended number of years, some measurable impact on the competitiveness of the U.S. in the international marketplace should become evident.

PLANNED SPANISH-ENGINEERING PROGRAM

A program has been designed with the goal of providing foreign language proficiency and employment preparedness through an interdisciplinary curricula including a given foreign language, Spanish, and engineering. Spanish was chosen as the foreign language of concentration because of the recognized excellence of KU's Spanish and Portuguese Department and the University's many ties with Central and Latin America, and Spain through student exchange agreements. Because engineering is a rigorous curriculum, efforts were made to integrate the foreign language and cultural training with engineering curricula on a non-conflict basis by concentrating the language elements in the summer.

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Table 1 provides an overview of the key elements of the Spanish-Engineering Program. A brief description of these elements, including policies and procedures, is given below.

Student Recruitment A preliminary announcement on the program is made to all sophomore engineering students with a grade point average of 3.0 or better through a personal letter and brochure from the program administrator. After attending evening information sessions, prospective participants are required to submit a formal application. Students from all engineering disciplines are encouraged to apply, but company sponsor interests to date have limited selection primarily to electrical, mechanical and chemical engineering, and engineering physics majors.

Student Selection Representatives of the sponsoring companies, in this case General Motors Corporation and General Electric Company, visit the University of Kansas to interview and assist in the selection process. Applicants are pre-screened prior to these interviews and then selected in a joint meeting involving University and industry personnel. A total of twelve students were selected in the first year of the program. By using this process, both the students selected and the sponsoring companies are acquainted and can begin to build a working relationship.

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Industry Commitments The companies participating in the Spanish-Engineering Program generally are required to make the following commitments:

- (a) Participate in the interview-selection process a year ahead of the actual summer assignment/work activity,
- (b) Pay travel costs for the (selected) sponsored student to attend the KU Spanish Language Training Institute (approximately \$450), and
- (c) Provide a summer job in an operating division in a Spanish-speaking country. Company pays all travel expenses and a monthly salary (estimated to be in the range of \$1300 to \$1600 per month).

Spanish Language Training Institute In the summer between the sophomore and junior years, the engineering student participants attend an eight-week language training institute conducted by the University of Kansas in Guadalajara, Mexico. The students live with Mexican families and undergo intensive language training for about five to six hours per day. The remaining time is used to attend cultural activities and experience day-to-day living activities. Two instructors provide personalized

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instruction to the selected participants, over two-thirds of whom will have had no previous Spanish language training.

Summer Internship with Industry Participating companies provide each participant a job assignment with an operating division in a Spanish-speaking country. Initial assignments for the first group of students will be in Mexico, Puerto Rico and Spain. The companies provide transportation expenses and a monthly salary during this three-month period (May 15 to August 15).

Saturday Morning Sessions In order to maintain continuity and concentration on the Spanish language, a series of Saturday morning sessions will be conducted for the participants. These sessions will focus on technical and business terminology and usage. Company sponsor managers from foreign divisions will be incorporated as guest speakers for these sessions.

Placement Given the enhanced engineering education and specialized language skills of the student participants in the Spanish-Engineering Program, special efforts will be made by the KU Engineering Placement Office to arrange interviews and place these students with technologically oriented businesses which are currently doing business or seeking to do business in Spanish-speaking countries.

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PROGRAM CONDUCTION

The planned Spanish-Engineering Program detailed above was selected for funding by the Fund for the Improvement of Postsecondary Education. The program was initiated in October 1983. The first twelve participants have been selected and are currently making arrangements to study in Mexico this summer. Arrangements are also underway to broaden the scope of the program to include more companies and additional engineering schools. The second year of the program should include three to four new companies and two other universities. An advisory group to the Spanish-Engineering Program has been formed to assist in the broadening of the program and the evaluation of its effectiveness.

In response to the enthusiasm expressed by the participating companies, a proto-type program was begun in April 1983, primarily through the sponsorship of General Motors Corporation. Five students attended the Spanish Language Institute in the summer of 1983 and have received job assignments with five different General Motors divisions operating in Mexico. Table 2 shows the emphasis placed within the Spanish language program for the Summer

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Institute. All five students successfully completed their Spanish language training and most of them are voluntarily taking an additional formal Spanish course during the current academic year. Each student has visited the plant site at which he or she will be working during the summer of 1984 and attended a special seminar given by Mr. R. K. Schuler, General Manager, Componentes Mecanicos de Matamoros, Matamoros, Mexico. The students support and appreciate the uniqueness of the opportunity provided by this program.

CONCLUSION

In addition to gaining the Spanish language skills, students will benefit from the exposure to other cultures and will receive a broader, more useful undergraduate education. Further, the structure of the program is such that other universities can use this model while focusing on other foreign languages. Training materials for this program will be developed and made available to other universities.

From industry's vantage point, the most obvious benefit of the program is the creation of a pool of competent engineers who are also skilled in their knowledge

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of the Spanish language and its associated culture. The individuals can work either directly in a company division in a Spanish-speaking country or serve in a liaison capacity from the U.S. home office. While still early in the implementation phase, the Spanish-Engineering program has been clearly targeted to meet a real need and has been well received by business and industry. The program will also serve to strengthen ties among business, industry and universities through the building of a cooperative spirit toward addressing and solving problems.

TABLE 1. Overview of Spanish-Engineering Program Elements

<u>Engineering Curriculum</u>	<u>Support Service Elements¹</u>	<u>Language Program Elements²</u>	<u>Business/Industry Elements³</u>
Freshman Year			
Sophomore Year	Student notification, recruitment and selection		After pre-screening, industry representatives interview and jointly select participants
Summer		Spanish language and cultural training at KU's Spanish Language Institute, Guadalajara, Mexico	
Junior Year		Saturday morning language sessions focusing on business and technical language	
Summer			Internship with industry in a division located in a Spanish-speaking country
Senior Year	Special placement services focused toward employment opportunities with major international companies		

¹ Provided primarily by the University of Kansas School of Engineering.

² Provided primarily by the University of Kansas Spanish and Portuguese Department.

³ Initial company sponsors include General Motors Corporation and General Electric Company.

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Table 2. Spanish Instructional Elements
in Summer Institute

Spanish Program Elements	Schedule	
	Weeks 1 to 3	Weeks 4 to 8
1. Basic Vocabulary and Grammar	X	
2. Culture Oriented ¹ (History of Mexico, Latin America in general and people, customs, etc.)		X
3. Language Oriented ¹ (Emphasis on how to function with regards to shopping, pricing, purchasing, medicine, making travel arrangements, etc.)		X
4. Vocabulary and Grammar Extended		X
5. Speaking Skills	X	X

¹ Includes trips to museums, cathedrals, parks,
Tlaquepaque, market place, Lake Chapala, etc.

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Notes

¹ Sven Groennings, "Beachheads in International Education," Educational Record, Summer, 1983.

² Paul Simon, The Tongue Tied American Confronting the Foreign Language Crisis, (New York, Continuum, 1980).

Training Court Interpreters: A Practitioner's Perspective

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Training Court Interpreters: A Practitioner's Perspective

The passage of the federal Court Interpreter's Act of 1978 represented a giant step towards remedying the serious problem of language barriers in United States courts. The Act amended paragraph 1827 of Chapter 119, 28 United States Code, which now reads (in part) as follows:

The presiding judicial officer, with the assistance of the Director of the Administrative Office of the United States Courts, shall utilize the services of the most available certified interpreter, or when no certified interpreter is reasonably available . . . the services of an otherwise competent interpreter in any criminal or civil action initiated by the United States in a United States District Court . . .

The law goes on to state that this applies to any defendant or witness whose primary language is other than English.¹ In addition, if the presiding judicial officer does not appoint an interpreter, the individual requiring interpretation may request assistance of the Clerk of Court or the Director of the Administrative Office of the United States Courts in obtaining a qualified interpreter.

Because the law mandates the use of certified interpreters, the Administrative Office was charged with the task of devising a certification process. The result of this charge was the certification examination for interpreters of Spanish-English proceedings in U.S. Courts. This written and oral examination was the fruit of the cooperative efforts of an impressive group of top professionals from the fields of interpreting, linguistics, testing and evaluation, the judiciary and others. The history of the development of the certification examinations is one which should be read by everyone interested in court interpretation, or in applied language in general. I shall not attempt to summarize that history here, but shall instead briefly describe the examination itself.²

The written exam tests knowledge of vocabulary and usage at a high level, equivalent to at least fourteen years of formal education, in both languages.³ The sections include synonyms, antonyms, sentence completion, reading comprehension passages and usage in both languages. Candidates who successfully pass

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the written examination may take the individual oral examination, which is forty-five minutes long and is administered by a three member panel of experts, including a court interpreter, a conference interpreter and an expert in the Spanish language. The examination is divided into segments with strict time limits. The format is designed to simulate courtroom proceedings and to test ability to interpret in both the consecutive and simultaneous modes, along with vocabulary knowledge ranging from the formal register used by judges and attorneys to slang and colloquialisms which often are heard in testimony by witnesses and defendants. In addition, the oral examination includes sight translations of legal documents and of less formal material such as witness depositions or statements.

The oral examination is evaluated on a pass-fail basis. The most significant feature of the examination is that, for the first time, there is an objectified scoring system for interpreters. That is, to pass the objective test, a candidate must produce correct interpretations of certain key words or phrases imbedded in the exam and must not exceed the allowed number of errors. As for the subjective scoring, the testing panel considers the candidate's adaptability to the language used; his delivery; and his level of fluency and pronunciation. As the entire examination is tape-recorded, the panel is able to review the individual performance carefully before arriving at its decision.

Since the first certification examination was administered in 1980, there are now over 260 certified federal court interpreters in the mainland United States and Puerto Rico. Some of these are working as full-time federal court interpreters in California, Arizona, Texas, New Mexico, Florida and New York. Others work free-lance in federal and other courts. Some, though too few, are employed by state courts. Others operate translation agencies, or work as both conference and court interpreters on a free-lance basis. Some do not practice, but engage in academic research related to the field, or pursue other professions.

Some interpreters who become certified may have received formal training prior to taking the examination. Until very recently, there were no opportunities to receive court interpreter training per se. There were, of course, such well-established programs as the M.A. in Conference Interpretation at the Monterey Institute of International Studies, and the certificate program

at Georgetown University. There is also a certificate program, both graduate and undergraduate, in Simultaneous and Consecutive Interpretation, at the University of Delaware.⁴ None of these programs are geared towards court interpretation. However, there are now programs which do address this growing need. These include the Summer Institute for Court Interpretation and the Summer Institute for the Training of Trainers of Court Interpreters at the University of Arizona, and the Certificate Program in Court Interpretation at Florida International University, and others.⁵

The first Summer Institute for Court Interpretation at the University of Arizona in 1983 was an important historic event in the field. The program was sponsored by Mrs. Agnese N. Lindley who, along with the Arizona Foundation and The University of Arizona, is again sponsoring the 1984 Institutes. The Director and guiding force continues to be Dr. Roseann Dueñas González, Associate Professor of English, University of Arizona and Consultant to the Federal Court Interpretation Project, Administrative Office of the United States Courts. Dr. González' extensive research on the language of the courts has been crucial to the development of the certification examinations and training curricula.⁶

The approach followed in the Summer Institute for Court Interpretation is a holistic one. Participants receive 120 hours of training in criminal procedures; legal language; Spanish grammar, idioms, informal registers, "street talk" and dialectal differences; vocabulary building in both languages; memory exercises; simultaneous interpretation; consecutive interpretation; sight translation of documents. There are also workshops and lectures on courtroom language; voice production and non-verbal communication; medical interpretation; medical examiner's terminology; firearms; stress management and other topics.

Generally, lectures, practices and workshops were given in the mornings, five days a week, during the first Institute. The afternoons were reserved for laboratory practice in the simultaneous mode. Participants listened to tapes of typical courtroom speeches, such as admonishments; instructions or charges to juries; opening and closing arguments, and so on. The material was taped at various speeds, and students were asked to tape their interpretations on their own recorders. The group then divided into peer groupings, each led by one of the core faculty. The tapes were played and critiqued

by the teachers. The method proved to be very effective with respect to improvement of performance and vocabulary building.

Less time was devoted to consecutive interpretation, which was not practiced in the laboratory but rather in large and small group settings, with students taking turns as interpreters. Simulations of this type, using materials taken from actual trial transcripts, are useful and should be given substantial time in any training program. This is especially true because the consecutive mode is more difficult to practice on one's own than is the simultaneous.⁷ Probably the best practice, whenever feasible, is to visit a court during a trial, listen to the kinds of questions and answers which are spoken, take copious notes, and practice silently. Also, if one has taped materials in Spanish which are not in dialogic form, the effect can be easily produced by using the pause button for practicing shorter or longer "chunks" of consecutive interpretation. Apart from these self-practices, however, there need to be well-structured exercises and practice in note-taking in all training programs. Ideally, there should be taped materials which simulate characteristics of courtroom speech. Such tapes would imitate the rapid speech of judges at certain points (notably in charges to the jury, which are usually read); the tendency towards circumlocution in the speech of many attorneys; and the tendency of witnesses to speak hesitantly or excitedly at the stand. Such materials would be extremely helpful to any prospective or practicing court interpreter.

Other taped material which is very useful for interpreter training is any which reflects dialectal differences and range of registers in the Spanish language. This is an area which often gets too little attention in academic training programs in Spanish, because curricula are often geared towards emphasis in literature rather than language. In preparing for court interpreting, training in applied and sociolinguistics, phonology and dialectology is extremely useful. Certainly any interpreter training program should incorporate basic principles and examples into curricula. Court interpreters need to be prepared for all kinds of non-standard usages. Many of the people for whom we interpret have little or no formal education. Hence the ability to adapt to a speaker's idiolect and to tune into his speech in a manner which is both accurate and non-judgemental becomes crucial, especially so in the stressful situation of the defendant or witness in court.

Further, the interpreter is charged with the responsibility of rendering what is said as it is said, verbatim. This means that if the Spanish speaker has used the word mojado to refer to a person who was crossed into the United States illegally by wading the Rio Grande, the interpreter should say "wet" or "wetback" and not "illegal alien." By becoming well versed in non-standard usages, street talk and other dialectal variations, the interpreter is better able to perform her role in a flexible, unobtrusive and accepting way and to serve as a clear channel of communication between defendant or witness and the court. In this way she best serves the individual client, that is the individual for whom she is interpreting, and the court system which she ultimately serves.

In regard to this service, there is another aspect of interpreter training which deserves mention. It is the attitudinal-ethical dimension, which, along with cross-cultural understanding, is one of the essential kinds of non-linguistic knowledge which an interpreter needs to have. The interpreter needs to remember that the interpreting, the service, is the important thing. If a mistake is made it must be corrected as soon as possible, and if a word is not known, no guesswork should be attempted. The interpreter needs to be completely honest, and in constant training and practice lest she be lulled into a sense of false security, because one thing is certain: there are always new words to be learned, always new knowledge to be gained in this work. The proper attitude, therefore, should be one of respect for this fact and for the people we serve and the position of responsibility we hold as court officers. Because we have access to privileged information it is essential to practice discretion and cordial but impartial behavior at all times. Above all, we must never proffer legal advice or opinions, or appear to do so. That is not our domain, as interpreting is not the domain of attorneys, and we must always be mindful of that fact.

Interpreting, if done correctly, is a full-time job and a skill which needs to be practiced faithfully. This means listening to media programs, reading Spanish periodicals, attending films and always carrying a supply of cards for adding new words to our personal glossaries. It means practicing aloud when conditions permit, and practicing silently when they do not. Since practically everything we hear or read is grist for the interpreter's mill, we become voracious consumers of words and phrases. One colleague says she has been known to write down new words in darkened movie theaters, on an empty popcorn box, and now that I am an interpreter, I understand what she means. Ultimately, becoming

an interpreter is a matter of developing resourcefulness. As Theodore Fagan, former Chief Interpreter of the United Nations put it, "Resourcefulness is the key to all interpretation." This truth keeps us alert and always striving towards the perfection of our craft in the performance of service.

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Notes

¹ This includes hearing or speech impaired persons.

² For a summary of the history of the development of the federal certification examinations see Seltzer v. Foley et al., 502 Federal Supplement (1980), pp. 603-607.

³ From research involving extensive examination of the language of recorded court proceedings, Dr. Roseann Dueñas González concluded that that is the minimum level necessary for understanding what occurs in criminal court proceedings. With respect to civil proceedings, Dr. Gonzalez and others feel that the necessary level is even higher. Seltzer v. Foley, p. 605.

⁴ For a list of institutions offering programs or courses in Translation and Interpretation, see 1983 Survey of Schools Offering Translator and Interpreter Training Prepared on Behalf of the ATA (American Translators Association) by the ATA Translation Studies Committee, 1981-83.

⁵ San Diego State University and the University of Houston, for example. Also Rice University. The University of California-Berkley and the Monterey Institute have also offered summer courses in court interpretation in 1981. See listings in the ATA Survey.

⁶ See note 3 above.

⁷ The simultaneous mode can be practiced any time, while listening to any narrative discourse such as the evening news. Of course, the practice is often silent, to avoid disturbing others, but it is helpful nonetheless. The consecutive mode requires more controlled conditions for practice to be feasible, i.e. dialog format and space to accommodate the interpretation.

⁸ It should be noted that, while federal standards for court interpretation now exist, and ^{standards} exist at the state level in California, this is not true in other states. A bill has twice been introduced and failed to pass in the Texas legislature, for instance. A new bill is to be introduced in 1985. It is to be hoped that in the not distant future, state standards will exist and the need for uniformly qualified interpreters at the state and local levels can at last be met.

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STRATEGIES FOR ACTIVATING PROFESSIONALLY RELATED
VOCABULARY IN INTERMEDIATE SPANISH

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"Strategies for Activating Professionally Related
Vocabulary in Intermediate Spanish"

This paper will deal principally with specific suggestions as to how the teacher of college Spanish can best stimulate in his or her students an active internalization of the great range of vocabulary commonly encountered in career-oriented foreign language classes at the intermediate level.

Such a focus presupposes at least one fundamental assumption: that at the intermediate level of college language study one of the primary tasks of the professionally-oriented student is to gain aural-oral mastery of a large number of specific vocabulary items. Left for another day are two highly debatable questions; that is, whether reading and writing are not always of equal importance with listening and speaking, and whether the student in the college classroom should not continue to receive significant exposure to grammar, even at the second-year level.

I shall proceed forward, then, holding to the notion that an active aural-oral command of vocabulary is one of the primary goals of an intermediate-level, career-oriented college foreign language class, and that in order to attain such a goal the student must be placed in a setting which challenges him or her to actively employ this vocabulary in meaningful, creative ways.

Many of the following suggested activities have been incorporated as exercises in a series of three textbooks for intermediate level college Spanish that will be published at the end of the present year by Houghton-Mifflin Co. These textbooks, of which I am a co-author, will focus upon the law enforcement, medical, and business professions. The authors of these textbooks, which will be entitled respectively Carreras: Leyes; Carreras: Medicina; and Carreras: Negocios, share the view that most meaningful learning of communication skills takes place when the student has the opportunity to internalize the vocabulary through activity, especially when that activity involves personalization in a specific context. Furthermore, I am sure that most of us would agree that these activities, as desirable as they may be, cannot be randomly inserted into our classroom lesson plans, but rather must be ordered and scheduled so that the learner moves from highly controlled activities to those in which he or she has some freedom. I will attempt to order my remarks to reflect this same sort of progress from controlled to relatively unstructured activities.

Most classroom language teachers are familiar with the dialog as the central focus of each chapter in our textbooks. Of course a well-written dialog offers not only correct, appropriate usage of structure and vocabulary, but also a meaningful context upon which to base all succeeding drills and activities. Because activities central to dialog learning are so familiar to most of us, I will not refer extensively to this part of the lesson. However, I would like to make a point relating to rote memorization of dialogs. I believe that it is sufficient, even advantageous, to permit the student, as he or she acts out or simply repeats the dialogs, to concentrate upon the essential meaning contained in the exchanges between the speakers. It seems beneficial in the second year of language study to simply insist that a

significant number of context specific vocabulary items be employed but not that every syllable used in the text's dialog be reproduced. We must not give the student to understand that there is only one correct way to send a message.

A suggestion intended to help our learners concentrate upon the essential ideas contained in the dialog rather than simply memorize the words is for the teacher to draw on the board several stick figure drawings designed to suggest the primary discussion topics and the important transitions contained in the dialog. As the students work on the dialog, they may wish to refer to the drawings or other diagrams to refresh their memory. If the teacher's talents do not lie in the area of drawing, he may simply place key phrases on the board intended to trigger the students' memory.

After the dialog has been rather thoroughly rehearsed in this manner, the class will normally be asked to answer specific questions based on the dialog in order to check for comprehension and to give the students their first real opportunity to create slightly different sentences in which they employ the new vocabulary. The instructor should be sure to conclude this activity by asking personalized questions, even if the text he is using does not contain many of these questions. One should be careful to distinguish between simple personalized questions and those that ask the student to depart radically from the dialog. The learner may not yet be ready to express difficult concepts with the new vocabulary. For example, with a dialog dealing with the purchase of an automobile, it may be appropriate to ask specific, short-answer questions of the student such as "Have you ever bought a new car?" or "What do you prefer, a four-door or a two-door model?", but it undoubtedly is too early to expect the student to answer "Why would you wish or not wish to be a car salesman after you graduate from college."

One of the exercises to be incorporated in the textbooks mentioned above may be described as a "recombination narrative." After familiarizing himself or herself with two short dialogs, the student is then presented with a third-person narration in which both of the actions depicted in the dialogs are recounted within the revised point of view. The narrated action may actually extend beyond the chronological time limits of the dialog, and additional exchanges not shown within the actual dialogs may be recounted. Not only does this approach introduce a richer context of activity and vocabulary for later exercises and activities, it also allows the teacher to include practice in the reading skill within each lesson. The student is pleased to discover that because of the work previously done on the dialogs, he is able to comprehend almost all of the reading and successfully answer the same kinds of content and personalized questions as he did on the dialogs.

Most traditional textbooks include a vocabulary list at one point or another in each lesson. The group of authors with which I am working decided on a new twist. We systematically present as a subset of certain words or phrases numerous synonyms, antonyms, or related words of the same family. By the latter I mean that if the word "arrendar" were employed in the dialog, then it would be presented as a main entry and related words such as "arrendatario" would be subset to it. Likewise, important words not of the same family but related in context such as "aseo"-"higiene" would also be presented together. It seems highly inefficient to present a word such as "eficaz" without teaching "eficacia" or "sarampión" without teaching "rubéola." When this is done with regularity, students soon learn to assimilate easily this additional vocabulary load and the brightest discover ways to predict alternate forms. It seems important whenever the opportunity presents itself to stress related forms of words and even ask that the student produce them in later lesson activities.

Above I suggested that it is vital to build in success for the student as much as possible by arranging the vocabulary acquisition activities according to the degree of difficulty and creativity desired. After the student works through several dialogs and the recombination narrative, the teacher may desire to present some transition exercises which prepare the learner to later employ this material more creatively. Some possible exercises include those that ask the student to utilize correct forms of the new words in sentences, possibly within the fill-in-the-blank format, to read a definition of a word in the target language and then be required to state which word was being defined, to be given a noun and be asked to give the corresponding verb infinitive (recomendación - recomendar) or vice versa (extirpar - extirpación), to suggest a synonym (for calmante, tranquilizante and sedativo), to employ suggested words or phrases in original sentences, and finally to translate some simple sentences based upon the dialogs and the narration to the target language. Students seem to benefit from and certainly appreciate doing these warmup activities before being asked to strike out on their own. The transition activities may often be similar to the traditional drills with which most of us are familiar. Not recommended, however, are many of the simple quick-change or structural manipulation drills that we associate with learning grammar. This kind of drill is somewhat stifling both because of the low communicative content and because the called-for response requires so little of the student that he or she often does not devote to it a high level of energy.

Following the execution of these or other transition exercises, the class enters into the primary phase of career-oriented language learning: context specific activities in which the student is expected to eventually demonstrate a significant degree of personal and creative control over the lesson's vocabulary. Several simple exercises can lead us to the desired goal. In the

first, the student is given a vocabulary item such as pastilla in the target language and asked to define it with explanatory phrases and synonyms. After some practice, students quickly master this technique and feel comfortable with the activity. Following this, the instructor may ask the members of the class to explain what they know about certain aspects of the profession in question according to the information disseminated in the dialogs and recombination narrative. For example, in a lesson on real estate, the teacher may ask a member of the class to explain several functions of the title company during the final stages of the purchase of a home. In a lesson on a drug overdose, a student may be asked to describe three important actions of the paramedics upon arrival at the scene of the illness. This is a highly controlled activity in that no new information is expected, but it is demanding in that it requires memory, assimilation of new vocabulary, and some degree of rephrasing of the material.

An extremely effective drill places the student in a situation requiring role-playing, and presents to him or her a basic statement or circumstance to act out. This statement would normally be given in the native language so as to assure complete comprehension and not give away the vocabulary required to make the statement. For example, one might state: "You are a doctor attending a lady recently injured in an automobile accident. Inform the patient that the X-rays show that she has a fractured pelvis and that she has suffered a serious cut. Also, ask the patient to try and not move too much because she has already disconnected the I.V. once."

Following this activity, the teacher may want to give the student a short list of words and phrases and ask him or her to reconstruct part of the basic lesson action as contained in the dialog and reading using those words. With five to eight key words as a guide, the student may be instructed to explain

that he or she has impounded an automobile for a legal search because there is reasonable suspicion that narcotics are hidden in it. Again, in this activity one narrows the scope of the statement to a limited segment of the lesson content. There may be material for five or six brief narrations of this kind in one lesson.

As the class becomes more and more familiar with the lesson content, other less structured activities may be introduced. Three students may be chosen to act out an interpretation. One student plays the bilingual interpreter, another the Spanish-speaking participant, and the third the English-speaking person. A basic circumstance is presented to the group, and the students must begin and continue the skit. Each utterance from both linguistic perspectives passes through the interpreter. As an example one might suggest recreating a meeting between a parole board and a prisoner who seeks conditional release. The chair of the board asks the prisoner a series of questions about his life in prison, and about his specific plans and living circumstances in case of parole. This activity lends itself perfectly to small groups within the classroom as do several of the others mentioned here.

The next step is to require that students develop simple conversations on appropriate subjects related to the lesson. No English is used in the scene-setting instructions nor permitted at any time during the exchanges. It seems appropriate that each dialog contain at least three exchanges per person. With practice these often go on so long that the teacher must intercede in order to move the group forward. For example, a representative of the prosecution may speak in detail with someone from the Scientific Investigation Division about the laboratory report relative to a specific case.

Many other less structured oral activities come to mind. Students may be asked to role play an interview of other classmates in a setting related but

not identical to those contained in the dialogs. For example, two students might play the role of television announcers hosting a community service broadcast on advances in the health professions and interview an emergency room physician and a paramedic on the most common types of cases they encounter on a daily basis and the kind of cooperation that exists between the two as the patient is being transported to the emergency care facility. The same sort of activity may be structured in the round table format. A panel of several "experts" may briefly present their ideas on a specific problem, then answer questions posed by the moderator, and finally those questions that members of the audience may have. If one takes these relatively extemporaneous activities to their logical conclusion, one may also require that several students, on a rotating basis, write and then deliver with only notes a short 150-200 word address on a topic taken from the lesson's activities such as paperwork involved in exporting heavy equipment to Venezuela. This exercise has the advantage of requiring both writing and speaking. As in all similar activities, the listeners should be encouraged to ask questions, disagree with, or extend the points made by the speaker.

Of course all of the exercises and activities mentioned above may be assigned either as written or oral work or as both. Often it is helpful to assign activities such as mock interviews, panel discussions, international telephone calls, business letters and memos, or other class presentations as written assignments prior to requiring the oral performance. Some teachers have found good results in going over the written draft of these exercises prior to their delivery in order to eliminate some of the most significant errors.

Other activities more specifically for writing that come to mind may be entitled "Otros puntos de vista," and "Experiencias y opiniones." In the

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former, the student is given three or four suggestions for a written paragraph in which he develops a lesson topic from the point of view of someone other than the person primarily involved in the lesson. For example, if a lesson deals with a court trial, the student may be asked to describe the proceedings from the point of view of the bailiff or the court reporter. If a lady is treated in the emergency room for a fractured pelvis, the incident may be recounted from the vantage point of a friend who accompanied her to the hospital. In the latter, "Experiencias y opiniones," the student is asked to write a theme from a personal perspective, such as problems he or she has experienced in the past with an automatic teller or why he or she believes that it is preferable or not preferable to purchase fixed-term deposit certificates rather than leave money in a regular passbook savings account. Obviously many other written activities could be constructed such as giving a report on some research done in the library or by means of field interviews.

Briefly now, I should like to enumerate other extra-textual and at times even extra-class possibilities for supplementing the activities curriculum of career-oriented foreign language courses. One of the most promising that comes to mind is to organize an internship program, either for extra academic credit or not, with some of the local businesses or service agencies that deal with Spanish-speaking peoples. As suggested, this type of internship could be given for further credit or simply as a class project with written or oral reports expected. In any case, it is not difficult to arrange for part-time volunteer positions for students interested in helping in the communication process in such places as a school district ESL reception center, the state bureaus of economic development or tourism, a city or county public defender's or prosecutor's office, the chamber of commerce, a private business, or the university office of admissions and records or advisement center. Also, some

cities have in place social service agencies specifically to provide needed services to Hispanics. Part of the work in agencies such as those just mentioned would be simple translation of written documents but much of it could easily be direct communication with Hispanic peoples. The skills, enthusiasm, and cultural insights that students gain in this manner are invaluable.

Another highly recommended activity in which students may pursue their goal of vocabulary and context mastery is to tutor professionals who wish to improve their language skills so as to more effectively interact with Spanish-speaking peoples. Again, this sort of thing may be done as a volunteer or even for pay. I recall a period of several months in which I intensively tutored a businessman dealing in products employing the laser beam for agricultural use. He needed some review of his language skills, but he also desired instruction in a very specialized vocabulary regarding his product and also in conducting certain kinds of demonstration and instruction seminars. Needless to say, I gained as much from this work as did my pupil. Our students should be encouraged to find these kinds of activities, either on their own initiative or with our aid. A clearing house might be established on campus to better enable these people to contact one another.

Today, of course, we know that there are numerous study abroad programs that provide opportunities for language learning. In several of the largest Spanish-speaking cities, courses and eventual certification in commercial Spanish are available. As yet, I am unaware of any formal coursework abroad in medical, law enforcement, or other professional Spanish programs. Possibly some of these will be described in portions of this Conference. In any case, I should like to mention that there are now opportunities in several foreign countries, including Spain, to work abroad during the summer or for the entire academic year. There may be various programs of this type in existence, but I

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know specifically of only one. It is administered out of northern California. Students of my acquaintance that have returned from this work abroad experience have made impressive progress in their language skills, their grasp of a profession within another cultural context, and also in terms of their commitment or even disenchantment regarding a specific profession.

In a related vein, teachers with ample initiative may desire to organize their own vacation study tours either to a foreign country such as Mexico or to a local or regional facility in which primarily Spanish is spoken or in which a great deal of business is done with Spanish-speaking peoples. Facilities may be toured, routines may be observed, and, most importantly, students may interview owners, managers, or workers in order to gain knowledge both of the professional field and to improve their language skills. This sort of thing is certainly done in the reverse direction; for example, the University that I represent often receives groups of young people and their teachers from Mexico who are interested in inspecting our facilities in agriculture and mining. They are guided about by business professionals and by professors in these fields and surely gain a great deal. I believe it may be time for our teachers to organize the same sort of thing for our most motivated students.

Of course there are many more things that the dedicated teacher can do to provide opportunities and enrichment to our professionally-oriented students. I will briefly enumerate some ideas which have occurred to me, some of which I have tried out, some of which I have not. In the first place, I believe that we should make sure that our libraries do subscribe to several professional journals in the target language. It would be convenient if these publications were available in our offices or in our departments, but we should at least be in a position to direct our students to the proper area in the library so as to utilize these materials for class reports or presentations. It may also be

possible to arrange with our language laboratories or some other campus office to tape shortwave broadcasts of programs with a special professional orientation. Panel discussions, interviews, public service announcements, and other news oriented programming would provide information and aural exposure to the target vocabulary. These tapes probably would be best employed as a language laboratory assignment. In the same vein, many modern language laboratories or communication and broadcasting departments are in a position to obtain or copy videotapes of the kind of programs mentioned above or others such as commercials done in Spanish. Much of this programming can be seen on television daily in our largest U.S. cities. These tapes would be instructive for the same reasons as above plus lend to the visual dimension to speech. There is also the possibility of obtaining training films done in the target language. Contacts abroad, major international companies, or cultural attachés might be of aid in obtaining this sort of material. All such materials such as these would reinforce classroom language instruction, and plant the seeds for classroom discussion, role-playing, or formal presentations.

A particular strategy which I have employed very successfully is that of organizing overnight language-culture immersion camps. Of six such camps I have put together for college students, all have easily obtained the maximum number of 50 students. If such a camp were organized within the professional context, many activities which are simply obvious extensions of classroom activities might be conducted, and one might also invite guest speakers or other informants such as exchange students to the camp so that they might give presentations or be interviewed by the students. In any case, students seem to thrive in this environment and enjoy engaging in game-like activities that in the end increase their active vocabulary and language fluency.

As I put together my thoughts for this presentation, I realized that teachers of foreign languages are only limited in this task by available resources and by their own imaginations. Even limited resources can for the most part be compensated for by creativity. The issue is no longer whether or not we will continue to mount courses and programs in the professional area. The issue now is how might we best accomplish this task. We must carefully study the new learning objectives, draw distinctions where they exist between the new and the old goals, and develop teaching materials and classroom activities that permit us to reach our objectives efficiently.

SPANISH FOR THE PROFESSIONS:
SHOULD OUR PEDAGOGY STRESS PRACTICE OR THEORY?

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Although a relatively new field, Spanish for the Professions is undeniably one of the most popular at colleges and universities at present. Unlike other, more traditional, areas of language study, this field has generated an enthusiastic response from language students, and it is beginning to command more respectful attention from language faculty as well, both as scholars and classroom practitioners. A recent survey of the American Assembly of Collegiate Schools of Business yields impressive statistics on this field's popularity and growth:¹ 46% of the responding institutions incorporate one or more courses in commercial Spanish in their language curriculum; 44% of these institutions which do not currently offer such a course are preparing one, and another 10% are weighing the possibility of so doing; and, roughly half (48%) of the universities which offer a commercial Spanish course are developing one or more additional courses. These applied language classes are not restricted to departments at large universities, for small, four-year liberal arts colleges offer them as well, some in more than one language.² A second confirmation of this field's remarkable growth is the proliferation of texts published in the last fifteen years. Titles for Spanish attest to a wide range of professions treated and to a variety of formats, including glossaries, workbooks, and formal textbooks.³

In light of this growing interest in the study of Spanish as it applies to the professions, it seems opportune to ask if our texts and methods in this field are serving us well in the classroom. Are they adequate for our needs? Is their implicit pedagogical approach the most suitable for educating students in applied language fields? Finally, what principles should inform the pedagogic philosophy of the classroom practitioner? It is my contention that both our textbooks and our pedagogy fall short of our intended goal, which we may define as a practical instruction in Spanish as the language is currently used in particular fields, such as law, medicine, or business. In this essay, I shall first briefly consider

why the pedagogy of the current texts is inadequate and, in view of this inadequacy, what pedagogical approach should replace it. In the second half, I shall examine a proposed curriculum which embodies and invigorates this pedagogy. As a concrete illustration, I shall turn to the topic of social security, for which I include an integrated unit of theory, readings, and exercises. I shall endeavor to show here why this proposed curriculum is a more effective educational tool for applied language studies.

The texts and glossaries available today can be distinctly segregated: they are either practical or theoretical. This long-standing controversy between practice and theory in education has more recently surfaced in language studies as the war between the grammar-translation school, which was the popular methodology for foreign-language teaching during the 19th century, and the audio-lingual school, which came into vogue after World War II.⁴ It is appropriate here that we pause to define these two key terms, practice and theory. As we learn from The Oxford English Dictionary, "practice" is the "action of doing something, performance, execution, operation". Thus, a practical pedagogy would require that the student repeat exercises "by way of studying the material, for the purpose of attaining proficiency".⁵ Theory, according to The Oxford English Dictionary, is "a system of ideas or statements accounting for a group of facts or phenomena; a systematic statement of general principles or laws."⁶ A pedagogy that is oriented towards theory would hold as its goal the comprehension of the underlying laws or concepts which inform the field. Thus, while the grammar-translation school stresses a comparative understanding of the grammar systems of the two languages, the audio-lingual seeks to produce proficient performance of the language, in particular emphasizing competency in oral skills.

A good many texts fall within the purview of the practical. For our purposes, we need to distinguish three subgroups within the larger category:

- (1) specialized glossaries and lexicons, such as the Glossary of Spanish and English Management Terms;⁷
- (2) manuals or handbooks of correspondence and documents, of which The Bilingual Guide to Business and Professional Correspondence is an example;⁸
- (3) phrasebooks of typical conversations held in such professions as medicine (Practical Spanish for Medical and Hospital Personnel) or social service work (Practical Spanish for School Personnel, Firemen, and Community Agencies).⁹

Despite their focus upon diverse fields (medicine, law, government or business), skill areas (oral or written), and tone (formal or colloquial), their pedagogy is one. All strive for performance: a practical acquisition of the specialized vocabulary and phrases and their immediate application in situations which confront the practitioner daily in his field. But can a student acquire this specialized language using these texts? For him, two educational strategies are possible: desultory consultation of the glossaries or handbooks in search of a word or phrase when the need arises or straight memorization of the word lists. If we assume that the student is to acquire a long-term knowledge, which is active rather than passive, then the first strategy presupposes that each time he consults the glossary, he will be capable of retaining the word in question and of correctly using it in the future. The second strategy implies that the student can retrieve at will words or phrases which have been memorized out of context and can apply them appropriately. In both cases, however, the desired outcome — acquisition of specialized vocabulary and proficiency in using it — is doubtful. As any student of language knows, vocabulary is not acquired merely by consulting dictionaries, and memorized patterns can rarely be translated into actual speech.¹⁰

Perhaps the most serious charge that can be leveled against these texts is that they are too practical. In their attempt to enable the student to perform with ease, they reproduce vocabulary characteristic of the field without any situational context (a concrete setting which requires or elicits the specialized language) or

conceptual context (the theoretical principles of the field in which the specialized language is employed). Analogous in this respect to the audio-lingual approach, this pedagogy does not generate proficiency. Just as students of the audio-lingual method can perform substitution drills admirably but cannot converse with a native speaker, so, too, can students of the glossary-handbook approach spit back memorized word lists but cannot compose their own letters.¹¹

At the other end of the spectrum are those texts in which theory predominates. The subject matter is the organizing principle of this format: each chapter is devoted to a different field or profession, the fundamental principles of which are elucidated in highly synthesized and abstract essays. Santos' Español comercial typifies this theoretical approach towards applied language studies,¹² and is an apt choice to illustrate its shortcomings, inasmuch as this text ranked in the AACSB survey as the third most popular among teachers.¹³ Despite its frequent use in the classroom, it is not serving the needs of the students for whom it was intended; for, the theoretical pedagogy in this case is even more deficient than the practical.

The text, divided into two sections, encompasses roughly thirteen distinct fields, ranging from general commercial to micro- and macro-economics.¹⁴ The first half treats the key concepts of each field in a terse few pages; the second offers those documents which are characteristically associated with the practice of the respective field. Let us turn to Chapter 2 on administration and management ("Administración y gerencia") as a clear example of the failings of this pedagogical approach. Each of the sections which comprise this chapter considers the subject from a different, but not necessarily related, angle. By reducing complex topics to condensed and often sketchy explanations, the sections garble, rather than elucidate, the theoretical principles being studied. Section 1 ("Administración general") represents the functions of management and their inter-relationships in a diagram;

section 2 ("La organización del personal") moves without any transition into a discussion of the difference between management and administration, which discussion takes the form of a dialogue between professor and student. Section 3 ("Principio de la eminencia gris") makes use of another form, the essay, to articulate the philosophical principles of management, while section 4 ("Administración de empresas") treats in a similar fashion the theory of company management. Corresponding to this chapter are documents which pertain to their respective field, but which bear no clearly stated relationship to each other. Some of these include: an announcement of a company opening ("circular de apertura"); an announcement of a company transformation ("circular de transformación"); a cover letter ("oferta de servicios") and its concomitant resume ("expediente personal").¹⁵ The strategies a student is obliged to employ to benefit from this text are two-fold: (1) he must assimilate and digest the abstract theoretical material introduced in the first half and then utilize this knowledge in real-life situations; and (2) he must correlate on his own the sample documents in the second half with the earlier presentations.

If glossaries and lexicons are too practical, then texts of this second type err on the other end of the spectrum: they are too abstract. Their pedagogy demands a high degree of theoretical synthesis; undergraduates at the intermediate stage of language development — the audience for whom Español comercial is intended, according to the author¹⁶ — might find this level of thinking difficult. Furthermore, the text provides few exercises for acquiring practical proficiency in the concepts and technical vocabulary. It seems improbable that a student will become adept in the material merely by reading the essays and skimming the document samples and even more improbable that he will be able to generate his own written material or to handle impromptu conversations.

As we have seen, both ends of the pedagogical spectrum fall short of their intended goal to train students for language proficiency.¹⁷ Neither arbitrary listing

of terms nor summaries of theoretical principles can teach students to handle the language competently. The recent AACSB survey provides us with an interesting statistic in this regard: the largest percentage of faculty who teach a Spanish-for-the-Professions course — slightly less than one-third — use no text at all.¹⁸ They prefer instead to use photocopies of actual documents and other materials. In view of such failure, I contend that few, if any, of the current texts have paid enough attention to pedagogy: they neglect to consider why students enroll in applied language courses, and, as a consequence, by failing to weigh student motives, they disregard the learning process. Before we examine the third pedagogical alternative I am proposing, we should briefly consider the special requirements of an applied language course.

On the whole, the practical, rather than the theoretical, value of such language courses draws students: the attraction of a Spanish-for-the-Professions course lies in its immediate and tangible applicability to "real life". Students enroll because they plan to use the knowledge and skills acquired either at present or in the near future, inasmuch as such language training is a prerequisite for a current job or an intended career. Consequently, our foremost goal as teachers must be proficiency, both in oral and written skills. Our students should be able to transfer easily and confidently their work in a class to a job. We do not have the luxury, as we do with other language or literature courses, of expecting that the student forego proficiency for semesters or for years until he has completed a program of language study. Secondly, given that an applied language course is firmly grounded in the "real" as opposed to the "abstract" or the "theoretical", our classes must introduce the language in its native habitat: we ought to give our students a clear sense of the professional as well as the cultural dimensions of the specialized vocabulary and concepts. Language studies must be intimately related to, not divorced from, the respective profession and culture. Finally, because an applied language course is at best an introduction to a particular discipline, any attention to theoretical

underpinnings should of necessity be circumscribed. We can only hope to give our students a taste of a few basic ideas raised by these disciplines; a comprehensive survey is beyond the scope of an introductory course.

In view of these preliminary considerations of the parameters of a Spanish-for-the-Professions course, we may now ask what would be a more adequate pedagogy. What educational approach allows us to balance the practical and the theoretical in our materials and methodology? The answer to these questions lies, I believe, in a pedagogy that is based on proficiency. Alice Omaggio in her recent essay, "Methodology in Transition: The New Focus on Proficiency,"¹⁹ examines a language curriculum which takes proficiency as its informing spirit. According to her definition, proficiency consists of three elements: function, context, and accuracy. This term measures what an individual is able to communicate (function), in what situation or setting (context), and how well (accuracy). The pedagogy of proficiency is geared to performance, not in an abstract or theoretical sense, but in a real-life sense.

We can supplement Omaggio's understanding of proficiency with the categories or levels of this concept which Canale and Swain offer. In Communicative Approaches to Second Language Teaching and Training,²⁰ these two authors delineate four proficiency levels: (1) grammatical competence or mastery of the language code itself; (2) discourse competence, or the ability to formulate ideas in coherent sentences; (3) sociolinguistic competence, or the capability of applying the grammatical forms correctly in a given setting; and (4) strategic competence, or the facility in developing strategies, both oral and written, for coping with novel situations and predicaments. Classroom activities which are inspired by a pedagogy based on proficiency should move through all four levels in a sequential progression: at one end are exercises focusing on the mastery of grammatical and lexical features, while at the other are activities requiring the student to apply his knowledge in case studies, problem-solving, and research.

What are the tenets of this proficiency-oriented pedagogy?

- (1) Active, rather than passive, learning.²¹ Students learn by doing: the activities, whether oral or written, simple or complex, factual or interpretive, should encourage active involvement and participation. They must permit the student to translate, from the start, theoretical knowledge and factual information into practice.
- (2) Mastery of the four levels of proficiency. The exercises centered around a given topic move through all four levels: from vocabulary and sentences to dialogues and written compositions. Since the ultimate goal is strategic competence, classwork should encourage the use of those skills and faculties needed at this last stage of competency: flexibility, fluency, imagination, association, and reasoning.²²
- (3) Authentic, rather than prefabricated, materials.²³ Given that a proficiency-based pedagogy is geared to performance in real-life settings, the use of professionally and culturally authentic materials is imperative. First, authentic materials are inevitably more accurate than their falsified counterparts; the student gains from the former a sense not only of the richness and diversity of language, but also of the cultural matrix from which this specialized language emerges.
- (4) Depth in preference to breadth. On the assumption that an applied language class of this type serves only as an introduction to the wider disciplines, it ought to be circumscribed in scope. Ideally, it should avoid the survey format, which is at once too comprehensive (numerous fields studied) and too synoptic (only a condensed or abstracted view of each field given). Instead, it should treat a few selected topics or issues in depth. In this way, narrowly limited topics within the more general professions permit the student to grasp the material more fully. He will be able to go beyond a perfunctory and purely theoretical understanding to the practice of the professions and to some of its ramifications in the real world. A less comprehensive, but more detailed, course allows the student to pose such questions as: What are the controversies with which the practitioner is wrestling today? What

are the philosophical implications suggested by this topic? What stand should I adopt?

(5) Integrated core of materials. The practical activities, readings, and exercises must be tightly integrated with theory. As I stated earlier, one defect of the practical texts was their implicit belief that students learn without any kind of context (situational or conceptual) to impart a logical coherency to the isolated facts; if we are to avoid this same defect, all classwork must be firmly grounded in a context. Thus, each activity on a topic reinforces the others: terms appearing on a proforma invoice, for example, will surface again in an article on international trade and still again on vocabulary-building drills and translation exercises.

We may turn for a moment to the question posed at the outset of the essay: Should our pedagogy stress the practical or the theoretical? In answer to this question, we may now conclude that an adequate pedagogy for an applied language course, although striking a careful balance between theory and practice, must tend to favor the latter. If we conclude that performance of skills and application of knowledge are the end result, then such a course should stress the practical, which we have defined as "the study of material for the purpose of attaining proficiency in it."²⁴

Following our theoretical discussion, it is possible to construct a practical curriculum upon the foundations of this proficiency-based pedagogy. The first step is to delimit the subject matter. The topics are chosen from a variety of fields but their focus is narrowly defined. In this way, breadth is balanced against depth: the varied nature of the topics conveys a sense of the range of professions, while at the same time, the intense concentration on a few issues permits a thoroughness which would not otherwise be possible.

I offer the following topics to serve as the curriculum of a Spanish-for-the-Professions course, which is intended either for the intermediate or for the advanced

language student. Although the topics themselves are circumscribed, the fields from which they draw encompass: general commercial; real estate; advertising; accounting and finance; international trade; insurance; and law.

Weeks 1 and 2: General commercial

Correspondence format
Job want-ads
Job application letters
Resumes
Letters of reference
Job interviews

Week 3: Real estate

For-rent and for-sale ads
Leases and mortgages
Renting an apartment

Weeks 4 and 5: Advertising

Advertising theory
Ad campaigns
Slogans and jingles
Forms of advertising
Cultural dimensions of advertising

Week 6: Accounting

Definition of accounting
Accounting systems
Requests for payment
Statement of accounts

Week 7: Credit and the Circulation
of Money

Definition of credit
Types of credit
Circulation of assets and liabilities
Role of credit in the U.S. economy

Weeks 8 and 9: International Business
Transaction

Proforma invoice
Import permit
Letter of credit
Shipping documents
Customs clearance certificate

Week 10: Insurance

Definition of insurance and risk
Types of insurance
Insurance claims and supporting documentation

Week 11: Personal documents

Birth Certificate
Baptismal Certificate
Identity Booklet
Military Service Card
Police Clearance Certificate
Marriage Certificate
Death Certificate

Weeks 12 and 13: Litigation

Affidavits
Depositions
Trials
Sentences and Rulings

Weeks 14 and 15: Social Security

Theory of social security
Comparative systems (U.S., Mexico, Chile,
Spain)
Mexican Institute of Social Security forms
(enrollment, adjustment, withdrawal)
U.S. Social Security Administration form
(request for information)

The pedagogical strategy for implementing this curriculum of selected topics has two tracts. The first consists of sets of authentic documents and other materials germane to the fields under study. These materials may either be photocopies of the originals or carefully simulated facsimiles. If they are facsimiles, it is essential that they retain as much as possible the content, form, and flavor of their models. Authentic materials display a diversity of content, a richness in language, and a foreignness in tone that prefabricated materials lack. What differentiates these documents from their counterparts in other texts is not their content per se — most manuals, for instance, contain similar letters of credit, bills of lading, and lease agreements — but rather, their relationship to each other. The sets form integrated and cohesive units. Unlike the samples chosen randomly to represent a particular field, these documents are arranged sequentially: when considered as a whole, they summarize an activity, transaction, or process, from inception to completion.

To illustrate this sequential relationship, let us examine several sequences which this curriculum offers. One type of relationship may be characterized as procedural, in that the documents trace the various steps or phases which are followed in carrying out an established practice or transaction. The sale of a U.S. product to a Latin American company, discussed in Weeks 8 and 9, uses documents which recapitulate this transaction. Five are chosen: a proforma invoice; an import permit; a letter of credit; a set of shipping documents; and a customs clearance certificate. Each represents a different stage in an international sale, from the initial quotation rendered to the foreign company (a proforma invoice) to the release of the purchased goods from customs in the foreign port (customs clearance certificate).

Another sequential relationship chronicles the stages in a process.²⁵ The collection of personal documents under study in Week 11 exemplifies this second type of relationship. These personal papers, which an individual comes to acquire throughout his life, include the following: birth certificate; a baptismal certificate; a national identity booklet; a military service card (if a male); a marriage certificate; a police clearance certificate; and a death certificate. Presented in approximate chronological order, the documents capsule the life-span of a prototypical citizen, as seen from a juridical and political perspective. Another sequential relationship documenting a process is the topic for Weeks 1 and 2: job-hunting. These materials duplicate the steps in finding and securing a job: consulting the ads (copies of want-ads); responding to an ad (writing a cover letter); preparing a resume; and recommending an individual (letter of reference).

Beyond their intrinsic worth as language samples, these documents and papers, through their inter-relationship, offer the student a cohesive picture of an activity or concept. In this manner, by reinforcing any conceptual material which may be read concurrently, they come to embody the practical expression of theory.

The second track of this pedagogical strategy consists of readings relevant to the individual topics. These include excerpts from textbooks, and articles from newspapers, magazines, and journals. The sets of readings serve two functions. First, they introduce the student to the theoretical formulations necessary for fuller understanding of the subject. If the topic of advertising (Weeks 4 and 5) is used as an illustration, sample excerpts would acquaint the student with some of the basic principles in the field: the nature and purpose of slogans; identification and definition of a potential market; and the ad campaign. A second function is to acquaint the student with current trends and controversies which divide practitioners in the field at the present time. If the topic of advertising is again brought forth as an illustration, a sample reading of this second type might be "Papa, quiero un video",²⁶ an article from Cambio 16, a weekly newsmagazine.

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This article explores the debate surrounding advertising directed at children and poses such question as: Should advertising for the child market be curtailed because children are defenseless in the face of shrewdly conducted ad campaigns? How can the public control the content of these ads? What standards should be followed for child advertising? Questions like these encourage students to consider theory from multiple perspectives: as advertising executives, as parents, and as government officials.

That the readings in part treat polemical and divisive issues is essential. If the student is to function competently within the profession, he must be firmly grounded not only in basic principles, but also in the conflicts being waged in the field. It is precisely this controversial aspects which piques the curiosity of students and holds their interest.

Integrating these two parallel, but complementary, tracks (materials and readings) are exercises and activities. If we grant that one of the basic pedagogical tenets is learning by doing, then the potential success of any materials rests on the exercises which compel the student to achieve proficiency through continual and intensive practice. These exercises cover the four levels of competency previously mentioned, moving from grammar and vocabulary to applied activities. The following is a list of typical exercises, by no means exhaustive, which are grouped according to proficiency level:

- | | |
|--|--|
| (1) <u>grammatical competence:</u> | vocabulary lists
true/false
synonyms - antonyms
matching
fill-in-the-blank |
| (2) <u>discourse competence:</u> | translations
asking and answering questions
definitions
summaries |
| (3) <u>sociolinguistic competence:</u> | writing letters
completing and preparing documents
staged dialogues and conversations
asking and answering questions in the appropriate context |

(4) strategic competence:

developing case studies
problem-solving
reports and debates

This sequential progression prevents the grammar and translation drills from becoming ends in themselves; the student is forced beyond mere technical into communicative competence. He is asked to master the tools of the specialized language for the ultimate goal of putting these tools into practice in the particular fields.

In order to illustrate how the proposed curriculum articulates the practical pedagogy which has been described above, let us turn to a unit on social security (Weeks 14 and 15), for which is included an integrated core of materials — readings, documents, and related activities. This unit begins with a preliminary consideration of the general workings of the social security system as it exists in the United States and of the current crisis. For this theoretical information, Peter Peterson's two-part series, entitled, "Social Security: The Coming Crash" and "The Salvation of Social Security"²⁷ might be appropriate. To deepen the students' understanding, a faculty member from another department — perhaps economics — might be invited to speak on an aspect of the social security crisis during one class session. The remainder of the readings treats the social security systems in other countries. In this regard, an article on the Spanish social security system, "SOS en SS",²⁸ might very well serve as the central piece. This particular article, running parallel to the Peterson essays, discusses the recent crisis in the Spanish system and the divergent solutions offered by the left, the right, and the government. Students would also be encouraged to submit for class consideration relevant articles that they themselves find, such as the one a business major did two years ago — a clipping from The Wall Street Journal, entitled "A Novel Social Security Solution", which explored the innovative solution devised by Chileans to their social security crisis.²⁹

The other pedagogical track for this unit consists of three forms from the Mexican Institute of Social Security, each of which represents a different phase in an individual's participation in the system: (1) enrollment as a member; (2) adjustment in status; and (3) withdrawal. Using documents from Mexico complements

the readings on Spain and Chile, and in this way establishes a balance between Peninsular and Latin American practices.

The exercises which unify the readings and original documents follow the competency sequence outlined above:

- | | |
|--|--|
| (1) <u>grammatical competence:</u> | Vocabulary (I)
Synonyms (II) |
| (2) <u>discourse competence:</u> | Translations (III)
Definitions (IV) |
| (3) <u>sociolinguistic competence:</u> | Questions on "SOS en SS" (V)
Opinions on issues arising in "SOS en SS" (VI) |
| (4) <u>strategic competence:</u> | Case scenarios using the Mexican
Institute forms (VII) |

The skills and knowledge in this unit are cumulative: each exercise recapitulates the preceding ones and anticipates those to follow. Thus, the specialized vocabulary, practiced in different types of exercises (straight memorization, synonyms, definitions) is an essential component for more challenging ones which require a knowledge of such vocabulary (translations; answers to questions; summaries). These latter exercises in turn become the cornerstone for interpretive and evaluative activities of an even more demanding nature: comparison of social security systems or assessment of the merits of lowering benefits as a means to reducing the deficit. The end goal, of course, is strategic competence, which we may define in this context as three-fold: (1) a comparative understanding of the different social security systems; (2) an assessment, however rudimentary, of the strengths and weaknesses of the various solutions which have been proposed to mitigate the crisis; and (3) a formulation of one's own stance on this topic. Thus, the two tracks feeding into competence at this level — readings and documents — are both equally necessary. The former provides the theoretical roots upon which the latter is grafted.

It is my belief that we cannot afford to be casual or indifferent to questions of pedagogy. In view of the present crisis in foreign language education which has

beset the profession for the last decade or so — decreasing enrollments, shrinking language departments, dwindling enthusiasm — our pedagogy becomes urgent. If our pedagogy, and, by extension, these language courses fail, then we have done more than deprive our students of their just due: we have taken one more serious, if not fatal, step towards an inveterate monolingual society. Yet, if our pedagogy succeeds, then these applied studies may very well hold the key to the future of foreign language education in this country. Such courses may not only rekindle student interest in foreign language study, but may also simultaneously revitalize faculty commitment to foreign language teaching. Applied language classes offer both a challenge and a promise: a challenge to create a pedagogy which produces proficient and able practitioners of the language; and, a promise of a society which values and promotes the study of foreign language and culture.

FOOTNOTES

¹See Christine Über Grosse, "A Survey of Spanish for Business at AACSB Colleges and Universities in the United States," Modern Language Journal, 66 (1982), 383-390. The survey population of 508 colleges and universities was drawn from the members of the American Assembly of Collegiate Schools of Business (AACSB), which is the accrediting institution for business schools in the United States (383). Of the initial survey population, roughly half (267 universities) responded, and their responses provided the raw material for the data analysis. The purpose of the survey was "to collect, analyze, and present information about the position of Spanish for business in the contemporary modern language curriculum." (383) The information gathered centered on such issues as: number, size, and scheduling of business Spanish courses; the course materials; the methods of promotion; language requirements; other languages for business courses; and plans for program growth or cutback. (383)

²Über Grosse, p. 389. At the end of the article are listed those institutions which offer Spanish for business classes. Lake Forest College, where I am a faculty member in the Department of Foreign Languages and Literatures, offers a foreign language course of this type in French, German, and Spanish; this course, entitled Spanish (or German or French) for International Affairs", has a broader scope than commercial Spanish, including the fields of law, politics, and sociology.

³See the Subject Guide to Books-in-Print (New York: Bowker Co., 1983), II, 5110, 5115-5116.

⁴See Alice C. Omaggio, "Methodology in Transition: The New Focus on Proficiency," Modern Language Journal, 67 (1983), 330-341. In her introduction, Omaggio traces this debate between "rationalists" or theoreticians and "empiricists" or practitioners to the beginnings of modern thought; this timeless conflict has most recently surfaced in modern language teaching between the theoreticians (grammatical-translation school) and the practitioners (audio-lingual school). (33) Also see Janet K. Swaffar,

Katherin Arens, and Martha Morgan, "Teacher Classroom Practices: Redefining Method as Task Hierarchy," Modern Language Journal, 66 (1982), 24-33, for their assessment of this debate. They contrast the intellectual faculties utilized in each approach toward foreign language learning. Karl Conrad Diller in a superlative synthesis, The Language Teaching Controversy (Massachusetts: Newbury House Publishers, 1977), offers a synoptic view of language teaching and of opposing philosophies during the last two hundred years.

⁵The Compact Edition of the Oxford English Dictionary (New York: Oxford University Press, 1971), II, 2264, particularly definitions 1 and 3.

⁶The Compact Edition of the Oxford English Dictionary, II, 3284, particularly definitions 4 and 4c.

⁷James Coveney & Julian Amey, ed., Glossary of Spanish and English Management Terms (London: Longman Group Limited, 1980).

⁸Joseph Harvard and I. F. Ariza, Bilingual Guide to Business and Professional Correspondence (Oxford: Pergamon Press, 1979). Also see Barbara Steel de Meza, Business Letter Handbook (New York: Regents Publishing Company, Inc., 1973).

⁹Marguerite D. Bomse and Julian H. Alfaro, Practical Spanish for Medical and Hospital Personnel (New York: Pergamon Press, 1978); and Marguerite D. Bomse and Julian H. Alfaro, Practical Spanish for School Personnel, Firemen, Policemen, and Community Agencies (New York: Pergamon Press, 1978).

¹⁰T. D. Terrell in his article on language acquisition through the "Natural Approach", "The Natural Approach to Language Teaching: An Update," Modern Language Journal, 66 (1982), 121-32 discusses the failure of the grammar-translation and audio-lingual methods (121). He attributes their failure to a misconceived view of language learning: it is not a primarily intellectual activity, but rather, a communicative one. Instead, foreign language teaching in the classroom should imitate as closely

as possible the way children learn their mother-tongue: "Overwhelming research evidence and informal reports point out that students who wish to communicate must acquire this ability in much the same way that speakers, adults or children, acquire it in natural situations." (122) Thus, Terrell advocates an acquisition-based approach, by which he means "the unconscious formulations of grammatical principles" which are acquired during attempts to communicate. (122)

¹¹See Terrell, 121. Of the audiolingual method, he says: "Students in an audiolingual approach usually have excellent pronunciation, can repeat dialogs and use memorized prefabricated patterns in conversation. They can do pattern drills, making substitutions and changing morphemes using various sorts of agreement rules. What they very often cannot do is participate in normal conversation with a native speaker."

¹²Nelly E. Santos, Español comercial (New York: Harper & Row, Publishers, 1981).

¹³Über Grosse, p. 384-385. The first two most frequently used texts are Rivers' Cuaderno de español practico comercial and Jarvis, Lebrede, and Planalls' Business and Finance Workbook, which were selected by 21% and 19% of the respondents, respectively. Of those professors who filled out the survey, 16% chose Santos' Español comercial.

¹⁴Santos, pp. v-xiii. Fields chosen for study include: administration and management; banking operations; real estate; accounting; credit and finance; mercantile law; macro- and micro-economics; statistics; clerical work; marketing and marketing management; advertising and sales; transportation and insurance.

¹⁵Santos, pp. 229-247.

¹⁶In the Preface, Santos notes that Español comercial is an intermediate text, "in a two-part format, designed to meet..." the demand for practical commercial Spanish. Santos, p. xv.

¹⁷This proficiency-based pedagogy has grown, not only from considerations of a theoretical or ideological nature, but also from direct classroom experience. I have tried many of the aforementioned texts during the four years I have taught "Spanish for International Affairs," and my own dissatisfaction and frustration with the existing materials and methods prompted a closer scrutiny of an appropriate pedagogy for an applied language course.

¹⁸Uber Grosse, p. 384. 28% of the respondents preferred to use xeroxed copies of business forms and letters from Latin American countries instead of a formal text as such.

¹⁹Omaggio, p. 330. She turns to proficiency as the organizing principle for language instruction. If we can agree on "...what it means to know a language at various stages of competence," and on "what a person can typically do with the language at each of these stages" (330), then we will be better able to articulate goals and standards and to evaluate existing approaches in light of these stated goals, revising our methodology if necessary.

²⁰Omaggio, p. 331. Omaggio stresses that we ought to view proficiency as an equivalent of Canale and Swain's four-part definition of competency. Also see: Michael Canale and Merrill Swain, Communicative Approaches to Second Language Teaching and Testing (Toronto: Ministry of Education, 1979), 49-65. In the earlier chapters, the authors discuss the literature on competency and assess the shortcomings of the various theories and definitions. They also furnish a useful bibliography on the subject. Also see Christina Bratt Paulston, "Linguistic and Communicative Competence," TESOL Quarterly, 8 (1974), 347-362, considers communicative competence

within the framework of language fluency. She draws a distinction between linguistic and communicative competency and discusses the relationship of both with performance: performance does not necessarily correlate with competency. An integral element of communicative competency for Paulston is sociolinguistic — the ability to use forms appropriately in a given social context. For a fuller discussion of sociolinguistic competence, see Dell Hymes, "On communicative competence," Sociolinguistics, J. B. Pride and J. Holmes, eds. (Harmondsworth, English: Penguin Books, 1972).

²¹For Dewey, the progress of experimental science confirms that learning and knowing are a function of doing. The method of modern science reveals that "knowing is itself a mode of practical action." John Dewey, The Quest for Certainty: A Study of the Relation of Knowledge and Action (New York: Capricorn Books, 1960), 107.

Dewey also believed that "the process of acquiring language is a practically perfect model of proper educative growth." Democracy and Education: An Introduction to the Philosophy of Education (New York: The Free Press, 1966), 113-114.

For Dewey, the analysis of language acquisition reveals that language learning is a function of shared activity. Ibid., pp. 15-16.

²²Omaggio, p. 333.

²³Omaggio, p. 333. One corollary of the proficiency-based pedagogy is the use of authentic instructional materials. For Omaggio, "the contexts for language practice should be devised, as much as possible, from culturally authentic sources. The use of real or simulated ... documents ... will acquaint the students more directly with real language than will any set of contrived classroom materials used alone." (333).

²⁴The Compact Edition of the Oxford English Dictionary, II, 2264.

²⁵We should understand the term "process" as "onward movement or progression" and as "a going on, as an action or series of actions; course". The Compact Edition

of the Oxford English Dictionary, II, 2311.

²⁶"Papa, quiero un video," Cambio 16, 27 December 1982, pp. 86-88.

²⁷Peter G. Peterson, "Social Security: The Coming Crash," New York Review of Books, 2 December 1982; and "The Salvation of Social Security," New York Review of Books, 16 December 1982.

²⁸"SOS en SS," Cambio 16, 8 February 1982, pp. 36-38.

²⁹Everett G. Martin, "A Novel Social Security Solution," The Wall Street Journal, 31 March 1982, p. 22.

APPENDIX:

An Integrated Core Unit on
Social Security

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SOS en la SS

La Seguridad Social puede explotar en cualquier momento

GASTA 4.440.234 pesetas cada minuto. La primera empresa de España, con más de mil centros y cerca de trescientos mil empleados. La pagamos todos los españoles vía impuestos (15,35 por 100), y sobre todo las empresas (71 por 100) y los trabajadores (12 por 100). Su presupuesto se ha multiplicado por siete en los últimos diez años, mientras la crisis avanzaba y el crecimiento se detenía. Es la Seguridad Social, ese monstruo impenetrable que tragará este año 2,33 billones de pesetas.

A cambio de tanto gasto, la Seguridad Social ofrece a los españoles un caos: las consultas más rápidas del mundo, la atención médica más deteriorada de Europa, los hospitales «estilo imperio», donde el instrumental más caro se almacena y donde quirófanos de 500 millones de pesetas se utilizan cinco horas al día, las camas por los pasillos, los enfermos esperando turno, las zonas rurales sin médicos, los viejos con pensiones de miseria, mientras algunos tienen varias y los ex ministros cobran a perpetuidad; los minusválidos, desatendidos, mientras crece el gasto por «bajas» laborales, el derroche en los medicamentos, los alquileres de servicios de hospitales privados, etcétera. Baste decir que diez millones de españoles pagan un seguro médico privado porque no les sirve la Seguridad Social, que obligatoriamente pagan.

Pero hay más. La forma en que se está financiando la Seguridad Social, basada en las cuotas de empresas y traba-

jadores, está impidiendo la creación de empleo, el primer objetivo del país. El coste de la Seguridad Social a una empresa alcanza hasta la mitad del sueldo neto que percibe el trabajador y una tercera parte de su sueldo bruto. O sea, que si no lo pagara, por cada tres empleados costearía un nuevo empleo. Esto supone un verdadero impuesto sobre el empleo y retrae a las empresas, sobre

todo en la crisis, a crear puestos de trabajo estables. En Europa, el coste de la Seguridad Social para las empresas es la mitad, y la diferencia la supe el Estado.

A pesar de todo este panorama, lo más grave de la Seguridad Social es que está a punto de la quiebra: los gastos van a más de forma imparable, mientras los ingresos se recortan. Así no hay empresa que aguante. Y el Estado, los impuestos, tiene que acudir de bombero, a apagar un déficit que en 1981 debió superar los 100.000 millones.

España es un país que ha ido envejeciendo mucho en los últimos años, mientras su población activa ha caído de resulta de la crisis. Eso supone que cada día son menos los que trabajan para sostener a un número creciente de clases pasivas. Los gastos en pensiones se comen ya más de la mitad del presupuesto de la Seguridad Social, en detrimento de



El primer empresario de España

LA reforma de la Seguridad Social está planteada no sólo por la situación de crisis que atraviesa, para impedir su quiebra, sino también, y muy fundamentalmente, para favorecer la creación de empleo», explica a CAMBIO16 Santiago Rodríguez Miranda, ministro de Trabajo y Seguridad Social, el hombre buscado por Calvo Sotelo para lidiar con ese monstruo impenetrable que gasta 6.400 millones de pesetas diarios.

Para el nuevo ministro, la Seguridad Social tiene dos problemas básicos. Uno, la propia estructura de la población española: «La proporción de población pasiva sobre población activa llega a límites difícilmente soportables». El otro, ser un sistema «imperial», heredado del franquismo, donde la racionalidad en la gestión y el con-

trol del gasto brillan por su ausencia. «No podemos olvidar que en casi treinta provincias españolas, la Seguridad Social es el primer empresario, tanto por el volumen de recursos que mueve como por las personas que ocupa. Y

Rodríguez Miranda, el padre de la reforma
«Hasta 1985 no podrá funcionar bien.»



no hay razón alguna para que esto se rija por criterios diferentes a los de cualquier gestión empresarial.»

A Rodríguez Miranda le preocupa el déficit de la Seguridad Social. «Si no se plantea la reforma, puede alcanzar el billón de pesetas en 1985.» Por el lado de los ingresos piensa que hay un fraude del 10 por 100, pero que no se puede entrar a saco en el cobro. «Una excesiva dureza de la acción recaudatoria podría empujar al cierre a un gran número de empresas», señala. En cuanto a los gastos piensa que si puede haber ahorros. «Se puede recortar en lo que son prestaciones por desempleo, donde el nivel de fraude supera el 20 por 100. Eso son 80.000 millones. En el tema de la incapacidad laboral transitoria es, quizá, donde hay un mayor despilfarro. Por la vía de los gastos

la asistencia sanitaria. Y, sin embargo, las cuotas empresariales y de los trabajadores no pueden crecer al mismo ritmo; hay empresas que se hunden y otras no pagan, y el presupuesto del Estado bastante hace con financiar a la Seguridad Social con 350.000 millones de pesetas, lo que le supone la mitad de su déficit.

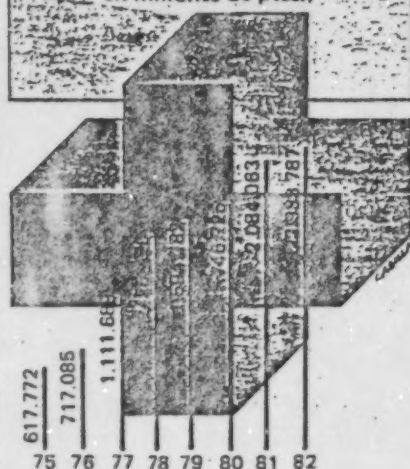
«Si no se modifica el sistema, la Seguridad Social puede verse abocada a dedicar la totalidad de sus recursos a las clases pasivas, provocando un auténtico crack financiero», señaló el anterior ministro, Sancho Rof, al hacer la presentación de los presupuestos para 1982. Y es que el tema no admitía más demora.

La patronal CEOE, más preocupada por el tema de las cotizaciones empresariales, introdujo en la firma del Acuerdo Nacional sobre el Empleo (ANE) un apartado sobre «la necesidad de proceder a un examen conjunto del actual sistema de la Seguridad Social, orientado a su mejora y racionalización». El examen debería realizarlo una comisión tripartita Administración-sindicatos-patronal antes del 31 de enero.

La comisión se constituyó en el último día de plazo, el 9 de diciembre, fecha en que el Gobierno entregó a los sindicatos CC.OO. y UGT y a los representantes de la patronal CEOE una propuesta de medidas de racionalización y mejora de la Seguridad Social. Los treinta y un folios del llamado «Libro verde» eran un resumen de un «Libro rojo» de 737 páginas, preparado por el equipo del profesor Velarde Fuentes en noviembre. La patronal lo ha calificado de «socializante» y no ha habido acuerdo en la Comisión.

DE LA SEGURIDAD SOCIAL

(Presupuestos anuales en millones de ptas.)



LOS GASTOS DE LA SEGURIDAD SOCIAL

Tipo de gasto	Presupuesto 1982	
	Importe (millones ptas.)	%
Pensiones	1.283.756	54,79
Incapacidad laboral transitoria	132.395	5,65
Invalidez provisional	26.949	1,15
Protección a la familia	54.671	2,31
Otras prestaciones	11.973	0,47
Total prestaciones económicas	1.508.243	64,37
Asist. sanitaria medios propios	375.191	16,01
Asist. sanitaria medios ajenos	136.280	5,83
Farmacia	143.313	6,12
Total asistencia sanitaria	654.784	27,95
Servicios sociales	29.897	1,27
Administración general	81.815	3,49
Total gastos corrientes	2.274.739	97,08
Inversiones reales	51.018	2,18
Variación activos financieros	16.742	0,71
Variación pasivos financieros	655	0,03
Total	2.343.154	100,00
A deducir: dotación de amortización	9.367	
Total gasto monetario	2.333.787	

sanitarios se pueden ahorrar gastos, pero aquí los recortes deberían traducirse en una mejora de las prestaciones.»

A la hora de configurar un modelo de Seguridad Social, Rodríguez Miranda explica a esta revista que «lo primero es la defensa de la Seguridad Social pública, que debe reformarse antes de que la situación sea irreversible». Y contempla tres niveles en las prestaciones económicas (básico, profesional y complementario, donde el Gobierno prevé el juego de los Fondos de Pensiones) y la aplicación, a medio plazo, del principio constitucional de la «universalización» de la asistencia sanitaria y prestaciones sociales a todos los españoles. «Esto no puede plantearse, por razones financieras, antes de una década.»

Para Santiago Rodríguez Miranda, las críticas patronales y sindicales a su proyecto de reforma no pasan de ser «tomas de postura de presentación pu-

ramente periodísticas». Frente a la postura de la CEOE, de dejar en libertad al asegurado para elegir asistencia sanitaria pública o privada, el ministro se muestra contrario porque «la privatización, lo que lleva aparejado es que normalmente la Seguridad Social absorbería los servicios de mayor coste, con lo que sería aún más deficitaria».

Frente a las acusaciones de la izquierda sobre su proyecto, calificado de privatizador, Rodríguez Miranda piensa que es un fantasma hábilmente utilizado. «Los Fondos de Pensiones no implican en absoluto la privatización de la Seguridad Social, ya que se mantiene el nivel profesional actual. Lo que se establece es la sustitución de las Mutualidades por los Fondos, que, además, van a servir para enriquecer el sistema financiero.» En cuanto a la asistencia sanitaria, piensa que nos vamos a situar a niveles europeos, con un sistema mixto: público y privado.

Con el objetivo de conseguir un equilibrio económico y financiero en la Seguridad Social, el esquema propuesto por el Gobierno intenta introducir modificaciones en el terreno de las prestaciones económicas (sobre todo en pensiones e incapacidad laboral transitoria, así como en el control del fraude), que estarían más vinculadas a la cotización y a las posibles aportaciones del Estado, para rebajar las cuotas empresariales y laborales, a la vez que se intentaría financiar la sanidad vía presupuesto, pasando a depender del Estado y las autonomías. En el terreno de la gestión, mayor control del gasto, una mayor profesionalidad y racionalidad, así como un menor tamaño en los centros para conseguir aumentar su rentabilidad social.

«Las medidas del "Libro verde" son de puro sentido común: se trata de mejorar la gestión y reducir el gasto inútil.

Se trata de racionalizar la Seguridad Social, para que crezca al mismo nivel que la economía mientras dure la crisis y no estrangule el empleo y el crecimiento. Hay que conseguir que funcione bien y no quiebre en un horizonte de tres años», comenta a CAMBIO16 Fernando Eguidazu, director general de Ordenación Económica del Ministerio de Economía y portavoz de la Administración en la Comisión tripartita.

Esto obliga, según Eguidazu, a desacelerar algunos gastos («que seguirán aumentando, pero a otro ritmo») y a un tratamiento más riguroso en la calificación de invalidez, incapacidad laboral transitoria (las «bajas») y enfermedad. «Hoy por hoy, las pensiones de partida están

Hablando de Europa, Rodríguez Miranda se muestra partidario de seguir un modelo a medio camino entre Inglaterra y Alemania. «Del sistema inglés me gusta la universalidad en la asistencia, y en el caso alemán me gusta la racionalidad de sus ingresos.»

Una vez que la comisión tripartita entregue al ministro sus conclusiones, el Gobierno tendrá que presentar su proyecto legislativo. «Yo querría entregarlo en este año, y creo que, aunque el tema de la Seguridad Social es urgente, no debe ser precipitado en su tramitación», comenta Rodríguez Miranda, quien opina que hace falta, además, una comisión de codificación que ponga orden en el caos normativo de la Seguridad Social. «Uno de cada dos días sale una nueva norma.»

Por último, el ministro advierte que el hacer funcionar a la Seguridad Social no es cosa de meses. «Nosotros queremos que funcione bien en el periodo comprendido entre 1985 y 1990.»

bien, pero a los cinco años se las ha comido la inflación. Quizá el tema sería invertir un poco la situación», comenta Eguidazu. Y añade: «Pero que quede claro que la Seguridad Social no retrocede ni se empobrece. Sólo vamos a intentar que no se coma los crecimientos de la economía, ahorrar en la gestión, racionalizar los gastos y controlar el fraude. En esto no puede haber muchas divergencias».

El ANE y la Administración hablan sólo de mejora y racionalización de la Seguridad Social. Pero la patronal CEOE ha querido ir más allá en estas conversaciones, poniendo en cuestión el modelo de Seguridad Social que tenemos. El objetivo de los empresarios es abrir el terreno a la iniciativa privada, introduciendo la competencia en las prestaciones sanitarias y económicas. Piden que se acabe con el monopolio público. «Es una contradicción interna del colectivismo decir que la gente puede afiliarse a un sindicato o al partido que quiera, pero no dejarle escoger quien le dé las prestaciones de la Seguridad Social», ha dicho Félix Mansilla, presidente de la patronal del seguro UNESPA, los más interesados en el tema por los seguros médicos privados y las aseguradoras que crearían fondos de pensiones.

«Nosotros queremos la mejor Seguridad Social posible, que funcione bien. No aspiramos como objetivo a su privatización. Pero lo que sí queremos es introducir la competencia privada, que cada español tenga derechos a elegir su médico. Así mejoraría la calidad y la asistencia y las prestaciones costarían menos a empresas y trabajadores», explica a CAMBIO16 Juan Jiménez Aguilar, empresario malagueño y portavoz de la patronal CEOE en la comisión tripartita de reforma. La idea empresarial sería que, con lo que pagan empresas, trabajadores y Estado, se diera un cheque a los beneficiarios de la Seguridad Social y con él pudieran elegir médico, público o privado. En el terreno de las prestaciones económicas, admiten un nivel mini-



Juan Jiménez (patronal CEOE)
«Queremos que se abra la Seguridad Social.»



mo y otro profesional (pactado entre empresa y trabajador) y un nivel complementario («que la gente elija entre vacaciones o pagarse una pensión futura», comenta Jiménez Aguilar).

Ante esta postura patronal, los sindicatos han levantado la bandera de la Seguridad Social pública, amenazando incluso con movilizaciones si la patronal y el Gobierno intentan la privatización de servicios, como ha pedido explícitamente la patronal Confemetal. Por otra parte, han presentado a la comisión de reforma sendos documentos, de UGT y CC.OO., donde plantean una serie de medidas para mejorar la Seguridad Social actual. «Las propuestas de los sindicatos coinciden con las del "Libro verde" del Gobierno, que tanto han criticado. Y es que no puede hacerse otra cosa», comenta Fernando Eguidazu, portavoz de la Administración, a esta revista.

Privatización parlamentaria

Sin embargo, para la izquierda no es sólo cuestión de retoques en el gasto. Hay divergencias de fondo, incluso a la hora de buscar la raíz de los problemas actuales. «Lo que falla estrepitosamente en la Seguridad Social es su economía. Por el lado de los ingresos hay un mal funcionamiento en la recaudación de las cuotas y una gran generosidad en las moratorias a las empresas. Por el lado de los gastos, falta racionalidad y control», opina Ciriaco de Vicente, de la Comisión Ejecutiva del PSOE y principal experto socialista en temas de Sanidad y Seguridad Social.

«En este momento —añade— la deuda total materializada y documentada de las empresas con la Seguridad Social asciende a 398.873 millones de pesetas. Esto ocurre no porque sea malo al sistema público, sino porque son malos los gestores. En cualquier empresa privada, si un director general no cobra las deudas y recibos, se le echaría. Aquí siguen todos en sus sillones.» Para Ciriaco de Vicente, la estrategia del Gobierno trata

de deteriorar la imagen de la Seguridad Social pública, para facilitar la entrada futura de la iniciativa privada. «Empiezan infravalorando, año tras año, los ingresos y exagerando el déficit, que no existe en el Régimen General, ni en el conjunto, si se quitan los gastos del desempleo, que desde los Pactos de la Moncloa están fuera de la Seguridad Social. Se callan que no hay más ingresos porque no hacen pagar a las empresas. Y, con todo esto, acaban señalando que hay que recortar el incremento de las prestaciones, con lo que se genera la idea de que hace falta el complemento de la iniciativa privada, que será mejor gestor que el gestor público. Es una estrategia calculada.»

Sin embargo, la Administración niega que quiera cargarse la Seguridad Social pública. «Ahora se trata, con esta comisión, de que la Seguridad Social que tenemos no quiebre y funcione bien. La universalización de las prestaciones y el modelo que se podría perfilar no son cuestiones planteables antes de 1986, por la crisis», comenta Eguidazu. Y añade: «Esa reforma no se hace en unos meses».

Pero Ciriaco de Vicente insiste: «La privatización no se está defendiendo en la comisión tripartita, sino que avanza por la vía parlamentaria, de la mano de dos proyectos presentados por el Ministerio de Economía: el proyecto de Ley del Fomento de Seguro Privado y el anteproyecto de Ley de Sociedades de Inversión Colectiva.» El primero admite la participación de las compañías mercantiles en la gestión de la Seguridad Social (recibir cotizaciones y prestar servicios sanitarios) y el otro proyecto da luz verde a los Fondos de Pensiones.

«El Gobierno emplea dos lenguajes: el de la comisión tripartita, que es de diálogo, y el lenguaje de los proyectos de ley, de los hechos consumados. Se intenta dinamitar la Seguridad Social pública. Pero que sepan que van a tener enfrente a los socialistas, que no dudaremos en recurrir a movilizaciones», añade Ciriaco de Vicente.



Ciriaco de Vicente (PSOE)
«El Gobierno quiere dinamitar la SS.»

BEST COPY

A Novel Social Security Solution

By EVERETT G. MARTIN

SANTIAGO, Chile—When any country makes the audacious claim that it has found the solution to the problems of its social security system, it's worth seeing what it is up to.

When it seized power eight years ago Chile's military junta inherited a pay-as-you-go pension and welfare system that was 10 years older than the U.S. Social Security system and that was suffering from the same funding problems. Nearly a year ago, the junta introduced a new social security system that the world just may come to value as a most useful experiment.

Chile has started a privately operated, compulsory pension plan under which each wage earner saves for his own pension. In the U.S., Social Security taxes go right out through a government pipeline to pay current retirement pensions. Each Chilean, however, has his own mutual fund invested by an officially approved private administrator that he chooses himself and can change at will. Every three months the wage earner receives a statement of how his account is doing. His employer contributes nothing.

Jose Pinera, the 32-year-old U.S. trained economist who designed the reform while minister of labor a year ago, says "this is the first time private enterprise is managing a social program." Getting the system out of the hands of bureaucrats was crucial to his scheme; he was certain that if the pension funds were still under state control when Chile returns to democracy, "political pressure on congress would make the new reforms disappear the next day." Now, he reasons, the politicians won't dare tamper with pension accounts that are owned by individuals.

A Costly Array of Systems

Over the years different professional groups in Chile had used political clout to squeeze special deals for themselves out of the congress. "Everyone pressured to give his group the highest benefits and the lowest contributions," Mr. Pinera says. In the end, Chileans were covered by a costly array of more than 35 systems, each with its own retirement rules and its own fulltime administrators.

The joker was that although the benefits were different, one fund could borrow from the rest to provide its overly generous benefits. Someone had to pay, of course, and in Chile's case it was the blue collar workers, who had the least clout with congress—exactly the opposite from the U.S., where the higher-paid workers finance the pensions of the lower-paid.

Congress had also tacked all sorts of welfare benefits onto the pension program, usually by jacking up the government's

contributions from general revenues or employers' contributions.

Since his boss, President Augusto Pinochet, is a dictator, Mr. Pinera didn't have to worry about making political compromises in his reforms. But he moved carefully to avoid causing unnecessary waves by implementing his plan in two stages.

He wiped out all special retirement deals except those of the military. All men now retire at age 65 and women at 60. That lengthened the time people paid contributions and thus solved temporarily the system's funding crisis. A year later, he eliminated corporate contributions and more

Chile has started a privately operated, compulsory pension plan under which each wage earner saves for his own pension. His employer contributes nothing.

than doubled employee contributions to the state-run systems to around 25% of each salary. That's steep, but each company had to give its employees wage hikes to cover the heavier payments so that take-home pay stayed the same.

Then, when Mr. Pinera finally privatized the system, he set each person's total contribution at 17% of his monthly pay. A person who switches out of the public plan thus contributes less to the new private system and keeps the difference. This is considered to be a major reason why 1.5 million workers—some 40% of the work force—readily joined the new program in its first six months.

Under a complex formula, switchers also get credit for contributions they've made to the old system. On retirement, they are to get this amount in a lump sum plus 4% interest and adjustment for inflation. This is added to what they've saved in their private accounts and is used to purchase an annuity that will give them a monthly retirement income. "Depending on business conditions," says a spokesman for one of the new pension fund administrators, "we project that a retiree could get as much as 80% of his final salary."

Mr. Pinera took all welfare functions out of the pension system—a move widely proposed as a much-needed reform for U.S. Social Security. The government, for example, guarantees minimum pensions and medical expenses for the very poor out of general funds. Wage earners purchase their own health and survivor insurance with 7% of their monthly deductions; the remaining 10% goes into their pension fund.

Eleven private administrators won governmental approval to handle pension funds. Potentially they could be investing some \$400 million a year, but the types of investments in the Chilean economy they make are closely prescribed by law and tight official supervision. All investment income must go to savers; the administrators profit from management fees, and Mr. Pinera counts on competition among the administrators to keep fees nominal. If an administrator's yield on the funds he manages falls more than 2% below the average of all the administrators, he makes up the difference from his own capital.

Lacks Blue-Chip Investments

The new system holds promise for a sizable injection of new capital for economic development, but administrators already complain that the country lacks enough of the kind of blue-chip investments to which they are limited. So far, for example, only one major corporation issues the proper kind of debentures.

Would such a system work in the U.S.? Most Social Security experts haven't yet got enough information on Chile's reforms to make a judgment, but one of them, Peter J. Ferrara, author of the recent book "Social Security, The Inherent Contradiction," says Chile's reforms could be a test of what he is proposing.

His plan—endorsed by the National Taxpayers Union—calls for separating welfare aspects of Social Security from pensions by assigning welfare to general budget expenditures. He would then gradually expand the scope of the new, tax-deductible individual Retirement Accounts (IRA) by making the amount a person voluntarily puts into IRAs also deductible from his Social Security tax. Starting with a deduction of 10% of the IRA investment, he would increase it over the years to 100%, thus enabling an individual to depend entirely on IRAs for his pension.

Claudia Rosett, who is co-writing a book on Chile's economy for the Manhattan Institute for Policy Research, says the country's new social security program "is an economically viable system in contrast to the old system that was a mess." She adds that it serves the government's overall objective of building a private enterprise economy by giving people a stake in the system. The idea of receiving a regular statement on their account is beginning to be important to the system's small investors, she says.

Would it work in the U.S.? "If you could overcome the political obstacles and put it into effect," she says, "it would work and it would work well."

Mr. Martin is a Journal staff reporter who covers Latin American affairs.

PATRON		INSTITUTO MEXICANO DEL SEGURO SOCIAL		FORMA 2	
NUMERO DE REGISTRO PATRONAL (1-01)		DEPARTAMENTO DE AFILIACION		NUMERO DE REGISTRO DEL TRABAJADOR	
03-02-2476		AVISO DE INSCRIPCION DE TRABAJADOR		367-45-1381	
3. NOMBRE COMPLETO DEL TRABAJADOR (19-43)					
LOBO		MORALES		FERNANDO	
APELLIDO PATERNO		APELLIDO MATERNO		NOMBRE(S)	
FECHA Y HORA DE RECEPCION DE ESTE AVISO EN EL INSTITUTO 1. MAR. 5. 1970 12:46 PM '70		4. CONSTRUCCIONES PROTEXA, S. A. DE C. V.		5. SALARIO DIARIO ACTUAL FIJO \$ 266.66	
		NOMBRE DEL PATRON		VARIABLE (PROMEDIO) \$	
		C. PR. MONTERREY-SALTILLO K-339		A. HABITACION \$	
		UBICACION DEL CENTRO DE TRABAJO		B. ALIMENTACION \$	
		OFICINAS ADMINISTRATIVAS (46-49)		TOTAL \$ 266.66	
		ACTIVIDAD DE LA EMPRESA		1901 ☐ GRUPO	
GERENTE DE COMPRAS		B. SAL. QUE SE REQUIEREN SI EL TRABAJADOR FUE AFILIADO CON ANTERIORIDAD EN EL INSTITUTO CON INSCRIPCION TS-1381			
OCCUPACION DEL TRABAJADOR		10 DE FEBRERO DE 1970 (51-57)		NOMBRE DEL PATRON INMEDIATO ANTERIOR	
FECHA DE INGRESO AL TRABAJO (DIA, MES Y AÑO)		STA. CATERINA, N. L. FEB. 4 DE 1970		SALTO CATERINA, N. L.	
LUGAR Y FECHA		Firma del Patron o de su Representante		Firma o Huella Digital del Trabajador	
				DIRECCION DEL PATRON INMEDIATO ANTERIOR	

(Stamped: RE-ENTRY)

Employer's Copy

MEXICAN INSTITUTE OF SOCIAL SECURITY -
 Membership Department -
Notice of Worker's Enrollment

- 1) Employer's Registration Number: 03-02-2476
- 2) Membership Number of the Insured: 367-45-1381
- 3) Full Name of Worker: Lobo Morales, Fernando.
- 4) Name of Employer: "Construcciones Protexa, S.A. de C.V."
 Workplace located at: Carretera Monterrey-Salttillo Km. 339.
 Activity of the Firm: Administrative Offices.
 Occupation of the Worker: Purchasing Manager.
 Date of Commencing Work: February 1, 1970.
- 5) Current Daily Wages -
 Fixed: 266.66 Mex. pesos.
 Total: 266.66 " " Group: "P"

(Other spaces not filled in appropriately
or legibly. - Transl.)

Place and Date
(of Issue of

this Document): Santa Catarina, State of Nuevo León.
February 4, 1970.

s/ Employer or
his Representative

s/ Fernando Lobo

Date and Hour that this
Notice is received at the

Institute: Feb. 6, 1970 - 12:46 p.m.

1190

UNIVERSITY OF TEXAS AT AUSTIN

COPIA PARA EL PATRON

DEPARTAMENTO DE AFILIACION

FORMA 3

NUMERO DE REGISTRO PATRONAL
03-040469.-

AVISO DE BAJA DEL ASEGURADO

NUMERO DE AFILIACION DEL ASEGURADO
367-45-1381.-

NOMBRE COMPLETO DEL ASEGURADO

LOBO

APPELLIDO PATERNO

MORALES

APPELLIDO MATERNO

PERDANDO

NOMBRE

PROTEXA, S. A.

NOMBRE DEL PATRON O RAZON SOCIAL

Carretera Hty-Salttillo Km. 339

UBICACION DEL CENTRO DE TRABAJO

28 de Febrero de 1970

FECHA DE LA BAJA (DIA, MES Y AÑO)

Sta. Catarina, N.L., 28 de Feb, 1970

LUGAR Y FECHA

Pasó a Cía. Filial del Reg.
Patronal # 03-02-2476.-

PROTEXA S.A.
03-04-0469

CAUSA DE LA BAJA

CRITICA

LOCALIZACION

COEFICACION

FIRMA DEL PATRON O DE SU REPRESENTANTE

PERFORACION

VERIFICACION

FECHA Y LUGAR DE RECEPCION
DE ESTE AVISO EN EL INSTITUTO

9322

10-60

Employer's Copy

MEXICAN INSTITUTE OF SOCIAL SECURITY
Membership Department

Notice of: Dropping of the Insured

"1 Week"

Employer's
Registration
Number: 03-040469.

Membership
Number of
the Insured: 367-45-1381.

Full Name of the Insured: Lobo Morales, Fernando.

Name or Corporate
Designation of Employer: "Protexa, S.A."

Workplace Located at: Carretera Monterrey-Salttillo Km 339.

Date of Dropping: February 28, 1970.

Reason for his being dropped: He went to an affiliated company
with Employer's Registration Num-
ber 03-02-2476.-

Place and Date
(of Issue of
this Document): Santa Catarina, State of Nuevo León.
February 28, 1970.

Signature of Employer or
of his Representative: (Signed illegibly).
(Stamped: "PROTEXA, S.A."
03-04-0469)

Date and Hour that this
Notice is received at the
Institute: March 2, 1970 - 11:57 a.m.

PATRON

INSTITUTO MEXICANO DEL SEGURO SOCIAL
DEPARTAMENTO DE AFILIACION

FORMA No. 3-A

AVISO DE MODIFICACION DE SALARIO QUE DETERMINE CAMBIO DE GRUPO DE COTIZACION O DE LA CUOTA DIARIA O QUE SE REFIERA A TRABAJADORES INSCRITOS EN GRUPO "A"

1.-NUMERO DE REGISTRO PATRONAL

03-02-1564-10

2.-NUMERO DE AFILIACION DEL ASEGURADO

357-45-1331

3.-NOMBRE COMPLETO DEL ASEGURADO.

LOPEZ

IRRALES

FERNANDEZ

APELLIDO PATERNO

APELLIDO MATERNO

NOMBRE (S)

4.-NOMBRE DEL PATRON O RAZON SOCIAL

CONSTRUCCIONES PROTEXA, S.A. DE C.V.

5.-UBICACION DEL CENTRO DE TRABAJO.

CARRETA LOMT.- SALTILLO KIL. 339

CALLE N° COLONIA Z. P.

CARRETA LOMT., N. L.

MUNICIPIO ENTIDAD

6.-OCUPACION ESPECIFICA DEL TRABAJADOR

DIRECTOR DE OPERACIONES

7.-FECHA DE MODIFICACION DE SALARIO

5 AGOSTO 1975

DIA

MES

AÑO

CONSTRUCCIONES PROTEXA, S. A. DE C.V.

8.-FIRMA DEL PATRON O DE SU REPRESENTANTE

9.-SALARIO BASE DE COTIZACION

a).-Inmediato Anterior.

b).-Actual.

CUOTA DIARIA: \$ 200.00 \$ 200.00

SALARIO DIARIO

INTEGRADO: \$ 603.33 \$ 603.33

(En los Términos

Artículo 32 LEY.)

GRUPO DE COTIZACION

II

II

NOTA: En los términos del Artículo 32 de la Ley "el salario base de cotización se integra con los pagos hechos en efectivo por cuota diaria, y las gratificaciones, percepciones, alimentación, habitación, primas, comisiones, prestaciones en especie y cualquier otra cantidad o prestación que se entregue al trabajador por sus servicios; no se tomarán en cuenta, dada su naturaleza, los siguientes conceptos: a). Los instrumentos de trabajo, tales como herramientas, ropa y otros similares; b). El ahorro cuando se integre por un depósito de cantidad semanal o mensual igual del trabajador y de la empresa; y las cantidades otorgadas por el patrón para fines sociales o sindicales; c). Las aportaciones al Instituto del Fondo Nacional de la Vivienda para los Trabajadores y las participaciones en las utilidades de las empresas; d). La alimentación y la habitación cuando no se proporcionen gratuitamente al trabajador, así como las despesas; e). Los premios por asistencia; y f). Los pagos por tiempo extraordinario, salvo cuando este tipo de servicios este pactado en forma de tiempo fijo".

11.-FECHA Y HORA DE RECEPCION DE ESTE AVISO EN EL INSTITUTO

11:40 AM 7/5

POR AUSENCIA

CONSTRUCCIONES PROTEXA, S.A. DE C.V.

10.-FIRMA DEL ASEGURADO

PATRON

INSTITUTO MEXICANO DEL SEGURO SOCIAL
DEPARTAMENTO DE AFILIACION

FORMA No. 3-A

AVISO DE MODIFICACION DE SALARIO QUE DETERMINE CAMBIO DE GRUPO DE COTIZACION O DE LA CUOTA DIARIA O QUE SE REFIERA A TRABAJADORES INSCRITOS EN GRUPO "A"

1.-NUMERO DE REGISTRO PATRONAL

03-02-1564-10

2.-NUMERO DE AFILIACION DEL ASEGURADO

357-45-1331

3.-NOMBRE COMPLETO DEL ASEGURADO

LOPEZ

IRRALES

FERNANDEZ

APELLIDO PATERNO

APELLIDO MATERNO

NOMBRE (S)

4.-NOMBRE DEL PATRON O RAZON SOCIAL

CONSTRUCCIONES PROTEXA, S.A. DE C.V.

5.-UBICACION DEL CENTRO DE TRABAJO

CARRETA LOMT.- SALTILLO KIL. 339

CALLE N° COLONIA Z. P.

CARRETA LOMT., N. L.

MUNICIPIO ENTIDAD

6.-OCUPACION ESPECIFICA DEL TRABAJADOR

DIRECTOR DE OPERACIONES

7.-FECHA DE MODIFICACION DE SALARIO

15 AGOSTO 1975

DIA

MES

AÑO

CONSTRUCCIONES PROTEXA, S. A. DE C.V.

8.-FIRMA DEL PATRON O DE SU REPRESENTANTE

9.-SALARIO BASE DE COTIZACION

a).-Inmediato Anterior.

b).-Actual.

CUOTA DIARIA: \$ 200.00 \$ 1,050.00

SALARIO DIARIO

INTEGRADO: \$ 640.63 \$ 1,097.47

(En los Términos

Artículo 32 LEY.)

GRUPO DE COTIZACION

II

II

NOTA: En los términos del Artículo 32 de la Ley "el salario base de cotización se integra con los pagos hechos en efectivo por cuota diaria, y las gratificaciones, percepciones, alimentación, habitación, primas, comisiones, prestaciones en especie y cualquier otra cantidad o prestación que se entregue al trabajador por sus servicios; no se tomarán en cuenta, dada su naturaleza, los siguientes conceptos: a). Los instrumentos de trabajo, tales como herramientas, ropa y otros similares; b). El ahorro cuando se integre por un depósito de cantidad semanal o mensual igual del trabajador y de la empresa; y las cantidades otorgadas por el patrón para fines sociales o sindicales; c). Las aportaciones al Instituto del Fondo Nacional de la Vivienda para los Trabajadores y las participaciones en las utilidades de las empresas; d). La alimentación y la habitación cuando no se proporcionen gratuitamente al trabajador, así como las despesas; e). Los premios por asistencia; y f). Los pagos por tiempo extraordinario, salvo cuando este tipo de servicios este pactado en forma de tiempo fijo".

11.-FECHA Y HORA DE RECEPCION DE ESTE AVISO EN EL INSTITUTO

12:50 PM 7/5

POR AUSENCIA

10.-FIRMA DEL ASEGURADO

PATRON		INSTITUTO MEXICANO DEL SEGURO SOCIAL		DEPARTAMENTO DE AFILIACION		FORMA No. 3-A	
AVISO DE MODIFICACION DE SALARIO QUE DETERMINE CAMBIO DE GRUPO DE COTIZACION O DE LA CUOTA DIARIA O QUE SE REFIERA A TRABAJADORES INSCRITOS EN GRUPO "W"		1.- NUMERO DE REGISTRO PATRONAL 03-02-1564-10		2.- NUMERO DE AFILIACION DEL ASEGURADO 367-45-1381			
3.- NOMBRE COMPLETO DEL ASEGURADO LLO MORALES FERNANDO		4.- NOMBRE DEL PATRON O RAZON SOCIAL CONSTRUCCIONES PROTEXA, S.A. DE C.V.		9.- SALARIO BASE DE COTIZACION a). Inmediato Anterior: 2,000.00 Actual: 2,342.00 CUOTA DIARIA: 1,007.47 1,442.37 SALARIO DIARIO INTEGRADO: (En los terminos Artículo 32 LET.) GRUPO DE COTIZACION		11.- FECHA Y HORA DE RECEPCION DE ESTE AVISO EN EL INSTITUTO	
5.- UBICACION DEL CENTRO DE TRABAJO CARRETERA MONTERREY-SALTILLO KM. 339 CALLE N. COLONIA MUNICIPIO ENTIDAD		6.- OCUPACION ESPECIFICA DEL TRABAJADOR DIRECTOR DE OPERACIONES		NOTA: En los terminos del Artículo 32 de la Ley "el salario base de cotización se integra con los pagos hechos en efectivo por cuota diaria, y las gratificaciones, percepciones, alimentación, habitación, primas, comisiones, prestaciones en especie y cualquier otra cantidad o prestación que se entregue al trabajador por sus servicios; no se tomarán en cuenta, dada su naturaleza, los siguientes conceptos: a). Los instrumentos de trabajo, tales como herramientas, ropa y otros similares; b). El ahorro cuando se integre por un depósito de cantidad semestral o mensual igual del trabajador y de la empresa, y las cantidades otorgadas por el patrón para fines sociales o sindicales; c). Las aportaciones al Instituto del Fondo Nacional de la Vivienda para los Trabajadores y las participaciones en las utilidades de las empresas; d). La alimentación y la habitación cuando no se proporcionen gratuitamente al trabajador, así como las despesas; e). Los premios por asistencia; y f). Los pagos por tiempo extraordinario, salvo cuando este tipo de servicios esté pactado en forma de tiempo fijo".		10.- FIRMA DEL ASEGURADO	
7.- FECHA DE MODIFICACION DE SALARIO 6 OCT. 1970		8.- FIRMA DEL PATRON O DE SU REPRESENTANTE					

MEXICAN INSTITUTE OF SOCIAL SECURITY - Membership Department

(Translator's Note: Three closely related documents, all embodied in the same Form No. 3-A are herein largely combined, in order to avoid needless repetition and to emphasize their consecutive character.)

Notice of Wage Adjustment Causing Change in Tax-Bracket or in Daily Contribution, or Referring to Workers Enrolled in Bracket (or Group) "W". -

1. - Employer's Registration Number: 03-02-1564-10.
2. - Membership Number of the Insured: 367-45-1381.
3. - Full Name of the Insured: Lobo Morales, Fernando.
4. - Name or Corporate Designation of Employer: "Construcciones Protexa, S.A. de C.V."
5. - Workplace Located at: Carretera Monterrey-Salttillo Km. 339, Municipality of Santa Catarina, State of Nuevo León.
6. - Specific Occupation of the Worker: Director of Operations.

7. - Date of Wage Adjustment: AUGUST 5, 1975.
8. - s/ Employer or his Representative.
(Stamped: "Construcciones Protexa, S.A. de C.V.")
9. - Base Wage for Computation of Bracket -
- | | |
|------------------------------|--------------------|
| a) Immediately prior: | b) Current: |
| Daily Rate: _____ | 900.00 Mex. pesos. |
| Full Daily | |
| Wage Paid: 693.33 Mex. pesos | 949.69 " " |
| (As per Art. 32 of the Law) | |
| Bracket: "W" | "W" |
10. - Signature of Insured: s/ (Illeg.) DUE TO ABSENCE.
11. - Date and Hour that this Notice is received at the Institute: Aug. 11, 1975 - 12:40 p.m.
- - - - -

7. - Date of Wage Adjustment: AUGUST 16, 1975.
8. - s/ (As above...)
9. - Base Wage for Computation of Bracket -
- | | |
|-------------------------------|---------------------|
| a) Immediately prior: | b) Current: |
| Daily Rate: 900.00 Mex. pesos | 1,050.00 Mex. pesos |
| Full Daily | |
| Wage Paid: 940.69 " " | 1,097.47 " " |
| (As per Art. 32 of the Law) | |
| Bracket: "W" | "W" |
10. - Signature of Insured: s/ (Illeg.) DUE TO ABSENCE.
11. - Date and Hour, etc....: Aug. 19, 1975 - 12:59 p.m.

(Insured: Lobo Morales, Fernando - continued)

7. - Date of Wage Adjustment: OCTOBER 6, 1979.
8. - s/ Employer or his Representative.
9. - Base Wage for Computation of Bracket -
- | | |
|---------------------------------|---------------------------|
| a) Immediately prior: | b) Current: |
| Daily Rate: 1,050.00 Mex. pesos | 1,3...(Illeg.) Mex. pesos |
| Full Daily | |
| Wage Paid: 1,097.47 " " | 1,442.37 Mex. pesos |
| (As per Art. 32 of the Law) | |
| Bracket: "W" | "W" |

10. - s/ The Insured.

11. - Date and Hour that this Notice
is received at the Institute: (Illegible).

- - - - -

NOTE: (Common to all 3 documents) According to the terms of Article 32 of the Law, "the base wage for computation is made up of the cash payments made on the basis of the daily rate, and the bonuses, collections carried out*and any other amount or consideration that is transmitted to the worker for his services. In view of their nature, the following items shall not be taken into account: a) The instruments of work, such as tools, clothing and the like; b) Savings, when made up of equal sums deposited either weekly or monthly by the worker and the firm; and the amounts granted by the employer for social-welfare or trade-union purposes; c) Contributions to the Institute of the National Fund for Workers' Housing and sharing in the profits of a firm; d) Meals and lodging when they are not furnished free of charge to the worker, as well as the company stores; e) Prizes for good attendance; and f) Payments for overtime, except when service of this kind is covenanted on a fixed-time basis."

(*Insert:, meals, lodging, premiums, commissions, benefits in kind,...)

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REPORT OF
CONFIDENTIAL SOCIAL SECURITY BENEFIT INFORMATION

Information about a person's Social Security benefits is confidential by law. Except under certain circumstances specified by law and regulations, the Social Security Administration does not reveal such information to any person except the beneficiary involved, or his or her authorized representative.

SOCIAL SECURITY CLAIM NUMBER 33 510 71 11 42 BIC A

Beneficiary's name and address

Marion R. Seftcheck
730 S. Aberdeen
Chgo, Ill. 60607

1. Name of person or agency from whom a request for benefit information was received

☒ Beneficiary☐ Other (Show name and address)

The person or agency named in item (1) above has requested information about your benefits. The information requested has been provided in the items checked (✓) below, and is being sent to you for your convenience. If you want the requesting agency (other than yourself) to have this information, you may show or send them this official report.

2. ☒ The gross amount of your monthly social security benefit is\$ 441.90
The amount deducted for Medicare is\$ -0-
The net amount of your social security check each month is\$ 441.90

3. ☒ The above amount became effective 10 / 80
(Month) (Year)

4. ☐ Your monthly benefit (before deduction for Medicare) from _____ to _____ was\$ _____
Mo. Yr. Mo. Yr.

5. ☐ The monthly amount of your Supplemental Security Income payment is\$ _____

6. ☐ The above amount became effective _____
Mo. Yr.

7. ☐ The total monthly amount of your social security benefit and supplemental security income payment is\$ _____

8. ☐ According to our records your date of birth is _____

9. ☐ We are unable, at this time, to tell you whether benefits may be payable in your case, because the processing of your claim for disability benefits has not been completed. If it is determined that benefits are payable, you will receive notification of the exact amount and effective date.

10. ☐ Other

SIGNATURE AND TITLE OF AUTHORIZED OFFICIAL <u>J. McHaney, Sr.</u>	
DISTRICT OFFICE ADDRESS Social Security Administration 500 South Franklin Avenue Chicago, Illinois 60607	
TELEPHONE NO. <u>312-6831</u>	DATE <u>2/9/81</u>

Vocabulario para "SOS en la SS" - I.

presupuesto
 consultas
 instrumental
 quirófanos
 almacenarse
 minusválidos
 desatendidos
 bajas laborales
 cuotas de empresas
 cuotas de trabajadores
 cuotas = cotizaciones
 sueldo bruto
 sueldo neto
 costear
 retraer a las empresas a
 crear puestos del trabajo
 prestaciones económicas
 prestaciones sanitarias
 quiebra
 impuestos
 ingresos
 recaudación = acción recaudatoria
 déficit
 población activa
 población pasiva
 incapacidad laboral transitoria =
 bajas
 despilfarro = derroche
 gastos sanitarios
 asistencia sanitaria
 prever
 fondos de pensiones
 los recortes
 recortar = rebajar
 atravesar una crisis
 racionalidad en la gestión
 tramitación
 gestores
 cierre
 prestaciones por desempleo
 invalidez provisional
 recursos
 orientado a mejoras y racionalización
 infravalorar
 servicios médicos
 el sueldo que percibe un trabajador
 gastos de desempleo
 gestor privado
 gestor público
 retroceder
 iniciativa privada
 rentabilidad social
 control del fraude
 financiar la sanidad vía presupuesto
 sanidad = servicios médicos = asistencia sanitaria = seguro médico
 proyecto de ley
 anteproyecto de ley

Hoja de práctica: sinónimos y términos afines. - II.

Indicar el sinónimo que corresponda al término que se da a continuación.

1. cuota empresarial:
2. asistencia sanitaria:
3. rebajar las pensiones:
4. sistema mixto:
5. gestión:
6. clases pasivas:
7. despilfarro:
8. recaudación:
9. ingresos:
10. las bajas:

Hoja de práctica: frases para traducir al español. - III.

1. The Social Security budget has multiplied 10% in the last decade.
2. The medical payments eat up more than one-half of the budget.
3. The handicapped receive pensions for their disability status.
4. The cost of Social Security prevents many companies from creating new jobs.
5. Must we reduce employer contributions and increase employee contributions?
6. Do unemployed workers receive unemployment insurance payments?
7. We can carry out improvements in the system through fraud control, better collection of contributions, and rationalization of expenses.
8. How many billions will Social Security devour this year?
9. Should we finance health care through budget allocations?
10. A bill is being debated now which will allow for a hybrid system of public and private management.

Hoja de práctica: Definiciones. - IV.

Definir los términos siguientes en español.

1. aviso de inscripción:
2. patrón:
3. sindicato:
4. salario diario integrado:
5. aviso de baja:
6. prestación sanitaria:
7. minusválido:
8. incapacidad laboral transitoria:
9. razón social:
10. salario base de cotización:

Hoja de práctica: Preguntas sobre "SOS en la SS". - V.

1. ¿Cuáles son los defectos o abusos que existen en el sistema español actual?
(Proporcionar por lo menos cinco)
2. ¿Cuánto dinero traga la Seguridad Social en España por año? ¿Qué porcentaje del sueldo bruto que percibe el trabajador alcanza el coste de la Seguridad Social al empleador?
3. ¿Por qué impide la Seguridad Social en este momento la creación de puestos?
4. ¿Qué fue el déficit en 1981? ¿Qué es actualmente?
5. ¿Por qué existe este déficit tan espantoso? ¿Por qué está la Seguridad Social en vías de quiebra? (Proporcionar por lo menos cinco motivos)
6. ¿Qué cambios propone el Gobierno para mejorar el sistema?
7. ¿Qué medidas prefiere tomar la patronal CEOE (= Comisión de Empleadores de Organizaciones Empresariales)?
8. ¿De qué defectos o fallos tacha la izquierda las propuestas de la patronal? ¿Por qué critica la izquierda también al Gobierno? ¿Qué es la estrategia del Gobierno, según los de la izquierda?
9. ¿Cómo es el nuevo sistema en Chile? ¿Por qué funciona?
10. ¿Qué recomendaría Ud. al Gobierno español?

Comentario de tema: "SOS en la SS" - VI.

1. Si el sistema de la Seguridad Social está al borde de la quiebra, ¿debemos rebajar las pensiones de los jubilados o aumentar las contribuciones salariales? ¿Por qué?

2. ¿Cree Ud. que la privatización de la seguridad social es mejor que un sistema público? ¿Está Ud. de acuerdo con la postura de la patronal CECE?

3. ¿Qué opina Ud. de la solución que ofrece Chile a sus ciudadanos?

4. ¿Cree Ud. que tenemos una responsabilidad hacia los ancianos? ¿Hacia todos los ancianos, o sólo los ancianos incapacitados y pobres?

Hoja de practica: actividades con los formularios del Instituto Mexicano del Seguro Social. - VII

1. Inventar los generales para un trabajador mexicano. Los generales deben conformarse a los datos necesarios en el "Aviso de Inscripción".
2. Llenar un "Aviso de Inscripción" según los generales del susodicho.
3. Ud. es el inscrito, y quiere saber su grupo de cotización. Escriba una carta al Instituto Mexicano, pidiendo información al respecto.
4. Hay un problema con la recaudación de las cuotas del trabajador. Ud., como Director, manda escribir una carta al inscrito, en la cual le avisa que están pendientes las cuotas que corresponden al primer trimestre de 1983.
5. Ud. es gerente de exportaciones para la "Construcciones Protexa, S.A." y le acaban de ascender al cargo de vicepresidente. Ud. desea saber si habrá cambio en su grupo de cotización, debido al aumento en sueldo. Escriba una carta al Instituto Mexicano a tal efecto.

BILINGUAL (SPANISH/ENGLISH) MODEL OFFICE,
AN INSTRUCTIONAL TOOL

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Bilingual (Spanish/English) Model Office, An Instructional Tool

By Lois M. Knowlton

For the past three years, one of the requirements for the bilingual office administration major at Southwestern College has been to work for half a semester in a "model office" where the instructional materials and activities are in Spanish and English.

A model office is a type of simulation exercise in which students are taught office organization, the function and interrelation of its various parts, and the development of the acceptable business personality.

Southwestern College is a two-year community college located about 15 miles from the Mexican border in Chula Vista, a suburb of San Diego. The bilingual office administration discipline was developed due to the rapidly expanding need for bilingual (Spanish/English) office personnel in business and government agencies in this border area.

The growing migration of Mexican nationals into the U.S. has dramatically increased the amount of business that must be conducted in Spanish. Twenty percent of California's population is Hispanic.¹ The growth of Tijuana from a small border tourist town to a major metropolis has increased the size of the potential market for U.S. goods and the size of an inexpensive labor force for U.S. assembly plants in Mexico. San Diego Mayor Roger Hedgecock recently said, "Tijuana is, economically speaking, an integral part of San Diego's future."² The peso devaluations last year, as part of a series of financial crises in Mexico, have hurt the border society. Nevertheless, the explosion of twin plants "maquiladoras" in the last ten years promises to continue to expand the

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need to conduct business in both languages. "Maquiladoras" are factories that for the most part operate in Mexican border cities. The factories take advantage of Mexican and American customs laws that allow the importation of raw material or semi-finished products and the exportation of finished goods with only minimal duty. They are called "twin" plants because they usually involve a companion operation north of the border that manufactures components to be assembled in Mexico or completes manufacturing of goods partially assembled there. In 1981 the 600 U.S.-owned twin plants paid their 130,000 laborers \$1.2 billion in wages.³ Currently there are more than 700 such firms, 120 of which are located in Tijuana.⁴

The Hispanic population at Southwestern College is also growing. As of the fall of 1983, 33 percent of the total student body listed Hispanic as their ethnic origin. The language skills of this group range all the way from monolingual Spanish to bilingual Spanish/English to monolingual English. However, with a few notable exceptions, the language skills in both languages are limited. The majority have spoken some Spanish at home but have had most of their formal education in English. Very few have more than a minimal business vocabulary in Spanish.

The bilingual model office is designed to provide the capstone course of instruction for various bilingual office administration certificates. Courses taken prior to this include business English, bilingual communications, and introduction to the bilingual office, a course for English as a Second Language students.

The bilingual model office is part of a semester course. During the first half of the semester, the students are taught theory and vocabulary of the bilingual office. The principal textbook is in Spanish, and the lectures are conducted in the language which is most appropriate for the particular topic. Special emphasis is given to office etiquette and telephone techniques in a

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bilingual/bicultural setting. The objective is to develop:

1. an appreciation of the needs and opportunities available for bilingual office personnel.
2. a sensitivity to the cultural differences as they affect interpersonal relationships.
3. sufficient oral and written fluency in both Spanish and English to be able to communicate by telephone and through business correspondence.
4. an ability to act as an interpreter between Spanish-speaking clients and English-speaking employers.

During this preparatory stage, the emphasis is on oral communication.

Business vocabulary is taught and then practiced in role-playing situations. Telephone dialogues in both languages are practiced.

Each student is required to practice the proper way to answer the telephone in the microcomputer lab where a bilingual telephone simulation is available. The computer interacts with the student in Spanish or English depending on the branch of the program selected by the student.

Other role-playing activities in both languages include introductions, conducting business meetings, and taking minutes at those meetings.

The last unit taught in preparation for the model office is on foreign trade between the U.S. and Mexico. The emphasis is on the documentation and procedures most commonly required for conducting business between the two countries. The vocabulary relating to letters of credit, bills of exchange, and customs declarations is learned. Students first drill on this terminology through tapes and flash cards and then write business letters in Spanish to each other in which they refer to the appropriate documents. The students take the role of buyers for businesses in Mexico who wish to purchase merchandise from Lester Hill Corporation (a mythical organization) located in Chula Vista, California. The students representing Lester Hill respond to the letters in Spanish listing the credit references and documents necessary

for establishing a business relationship. The stage is then set for turning the whole class into a model office. The teacher steps out of "center stage," and the students begin to operate a business that exports merchandise to a Spanish-speaking country as well as to English-speaking customers.

The use of simulations in education is well-based philosophically in the theories of such educators as John Dewey, who emphasized the importance of reproducing the conditions of real life in a simulated environment so the student could practice taking the kinds of roles and making the decisions that will be faced in later life. Jean Piaget said, "Knowledge is not a copy of reality. To know an object is to act on it. To know is to modify, to transform the object. Anything is only understood to the extent that it is re-invented."⁵

Business education leadership became concerned with the inadequacy of the business and office education curriculum at the secondary and post-secondary levels during the 1960's. The business curriculum was denounced as obsolete and sterile. The response was the enactment of two vocational education acts in 1963 and 1968 providing funds for integrated projects, directed work experience, and cooperative work experience and simulated or model office programs.

There is a considerable amount of preparation time required to set up a model office, and particularly a bilingual model office where materials must be developed in the foreign language by the instructor. However, the time appears well spent in terms of the higher level of student motivation and involvement.

Students often come into business and Spanish courses with a prejudiced view that these are dry, uninteresting subjects. Although it seems necessary to study in the more traditional mode of drill and memorization at the beginning of the course, the reward is reaped during the model office experience

where what was learned at the beginning is put into practice. There is a high level of interest and enthusiasm due to the active participation by the students in the program. At Southwest College in Chicago, Illinois, where a marketing simulation was implemented, Ernest Jaski reported that the enthusiasm was so high that he had practically no absenteeism or dropouts even though a 40 to 50 percent dropout rate was common.⁶ Mind wandering, which is so common in the traditional classroom, is unusual in simulation exercises.

In a model office, students are constantly involved by assuming roles which they may actually hold in their very near future. They have the opportunity to experience how it feels to be a bilingual receptionist, secretary, executive assistant, account clerk or office manager. They are confronted with the need to solve problems that arise and take action without knowing exactly what the outcome will be.

A student must learn to work under pressure, to meet deadlines, to adjust schedules, to handle interruptions, to smooth over misunderstandings due to cultural differences, and to be sensitive to the feelings of others. Instead of receiving assignments, page-by-page from a book, the work to be done is received in an unorganized manner in the form of letters, memos, dictation on tapes, and telephone messages. The professor initiates problems that must be solved by planting students who represent the outside world or customers to call or write complaints to the students in the Chula Vista operation. Some of these problems demonstrate situations that often arise because of language and cultural misunderstandings. An example would be when a Mexican customer agrees to pay an account "right away" and the U.S. supplier understands "right away" to mean before noon today. The Mexican customer typically would consider anytime today, tomorrow or the next day as "right away." This interaction can be acted out in the model office, thereby making the differences more dramatic.

The model office has built-in flexibility. Students teach and are taught on a one-to-one basis by their peers. Students of varying backgrounds, ages, and abilities can all receive meaningful learning experiences because of the variety of positions available in the office. The better students who have the best bilingual skills as well as some leadership potential are assigned to be managers. They learn to organize the daily work and check the accuracy of the forms and correspondence that leave their departments. Students with fewer skills are assigned to departments and tasks where the jobs are more routine and less demanding.

Basically there are three types of model offices: 1) the professor develops all the instructional materials based on a real office in the community; 2) the published simulation, such as Lester Hill, where all the forms and materials are prepared by a publisher; 3) the "live" office, which is a classroom set up to receive office work that the school or community provides.

The bilingual model office at Southwestern College is a combination of a published simulation and materials developed with the help of business in the community. The office was initially based on the materials published by McGraw-Hill, the Lester Hill Corporation. Spanish was used on the telephone, in staff meetings, and in making introductions and explanations to Spanish-speaking customers. All forms and correspondence were in English.

In order to convert Lester Hill into an export company, it was necessary to work with an actual export company as well as a freight company and an exchange house, all of which do the majority of their business with Mexican customers. Businesses were very cooperative in giving time to explain procedures and in sharing documents and correspondence. Blank forms that were used most often were duplicated and flow charts similar to those in the English version of Lester Hill were developed. When the first bilingual model

office began, the managers of each department had to be trained in the more complicated procedures of conducting business with a foreign country. They, in turn, trained the students in their particular areas.

The result was a model office that provided many more challenges and learning opportunities than the all-English Lester Hill Corporation. It provided a college-level instructional package for the teaching of office procedures along with the commercial Spanish and English that is actually in use in the Southern California border society.

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Footnotes

¹Patrick Lee, "Dirigiendose al Creciente Mercado Hispano de California," California Business, Feb. 1983, Vol. 18, No. 2, p. 52.

²Diane Lindquist, "S. D. Unique in Resisting Urban Mexicanization," San Diego Union, 16 Jan. 1984, A-11, Col. 2.

³Ricardo Chavira, "Twin Plants Bringing A Needed Boom to Border," San Diego Union, 29 Dec. 1983, A-9, Col. 1.

⁴Ibid.

⁵Clark C. Abt, Serious Games (New York: The Viking Press, 1970), p. 120.

⁶Ernest B. Jaski, "Student Stimulation Through Simulation," Journal of Business Education, 52, No. 3 (December, 1976), 120.

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THE RELATIONSHIP OF SPECIAL PURPOSE LANGUAGE
COURSES FOR BUSINESS SPANISH TO TRADITIONAL
TECHNIQUES, METHODS, TEXTS, AND MATERIALS

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Traditional 1

New avenues are opening up for foreign language graduates in professional career areas. As a result, a pragmatic approach to foreign language study is developing, and in general, educators and students alike are delighted. Part of this pragmatism on the college campus can be attributed to the so-called "new student." No longer does he fit the classic image of the American youth who goes to college merely to complete one of the steps in his maturing process. Rather, he tends to be older, poorer, and in many cases employed. His college education represents an opportunity for a better paying position and/or a career advancement. In addition, his pragmatic interests cause him to ask, "Why should I study a foreign language?" and, "What can I do with it?"¹ No doubt this new student is responsible, at least in part, for some of the changes that are occurring in foreign language curricula on our campuses today.

Traditional 2

Meanwhile, changes are occurring in major American companies as well. For example, twenty years ago only two translation firms were located in New York City. Today, as a result of growth in world trade, more than 180 are located there. One of the largest, All-Language Services, did 15 million dollars in business in 1981 with translation of technical matter showing the greatest expansion. Also, of the top 500 corporations in the United States, an estimated 80% have subsidiaries or financial interests in foreign countries, which probably accounts for the rising number of board meetings held abroad. In addition, a study of 129 corporate giants indicates that more naturalized citizens are filling key slots because of the paramount need for language fluency.² The other alternative is for companies to send employees to schools like Berlitz. Since commercial language instruction may cost up to \$6,000 per person, company

Traditional 3

officials insist that language training should come at the college level.³

Furthermore, companies doing international business have indicated that for new employees their first preference would be a Business Administration major with a Foreign Language minor. Their next choice would be a Language and International Trade major, followed by a Foreign Language major with a Business Administration minor. Their final choice would be a Foreign Language major.⁴ Obviously employment opportunities can be enhanced when foreign language majors couple their skills with expertise in such areas as business administration.

Not only do employment opportunities exist in international trade, but the 20 million Hispanics living in the United States are creating a prospective market for bilingual employees with skills in management and

Traditional 4

and marketing. These Spanish-speaking Americans represent an estimated \$60 billion dollars in purchasing power, which has caused a number of U.S. companies to focus on them as potential customers. Mattel, Inc., for instance, markets a Hispanic version of the Barbie doll, while McDonalds advertises hamburguesas, and Anheuser Busch insists that Budweiser es para usted. Meanwhile, Goya Foods had a 67% increase in sales during the past three years, and this was supposed to be a depression period.⁵ Other companies like Western Union have found a very profitable market among the Spanish-speaking populations. For good reasons, more and more American firms are including Hispanic America in their sales territory.⁶

College and university students who are alert to the needs of employers are recognizing that foreign language proficiency coupled with Business Administration, Management, or

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Marketing degrees, for example, may give them an edge on the crowded job market. Since both students and employers are encouraging colleges and universities to create professional courses of study, faculties of traditional language departments are attempting to meet these needs, although most of them received their primary professional training in literature.

A survey of 250 four-year institutions in the United States indicates that three-fourths of them currently teach or plan to teach business related courses. Many of these institutions have received grants to establish commercial language programs from the National Endowment for the Humanities (NEH), the Fund for the Improvement of Postsecondary Education (FIPSE), and the Office of International Education, as well as from private foundations and foreign governments.⁷ The trend among traditional foreign language departments to offer programs.

Traditional 6

which emphasize marketable skills may supply answers for the student who asks, "Why should I study a foreign language?"

Some foreign language departments offer a B.A. in International Business with concentrations in French or Spanish, while departments with Ph.D. programs in one or more foreign languages are beginning to teach commercial language courses with applied tracks for programs at the Master's and Bachelor's levels. Still other universities, such as Ohio State, offer dual degree programs in a foreign language and business at the Bachelor's level, while California State University at Fullerton offers a B.A. in International Business with concentrations in French, German, Portuguese, and Spanish.⁸

In conjunction with their business language program, a number of colleges and universities arrange for students to take

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international examinations such as those sponsored by the Madrid Chamber of Commerce. Two levels of the examination are available which allow successful students to receive a Certificado and/or a Diploma. While the lower-level examination focuses on letter writing, commercial terminology, and business organization, the higher level includes the same areas plus business documents, as well as aspects of the economic geography of Spain and Latin America.⁹

The addition of business languages to the foreign language curriculum has had good results for most universities and colleges, although few have enjoyed as much success as Eastern Michigan University (EMU). For instance, the establishment of a Language and International Trades program played a major role in a 115 percent increase in foreign language enrollment at EMU over the past five years.¹⁰ No doubt innovative and enthusiastic faculty members at EMU deserve a

Traditional 8

share of the credit.

For economical reasons, most traditional foreign language departments have established a tract system within their degree programs so as to utilize existing courses. A degree with emphasis on Commercial Spanish, for example, may require only the addition of advanced level courses. Meanwhile, majors in the literary tract as well as those in the commercial tract are able to co-study in lower division language classes, as well as in courses such as Culture and Civilization and Introduction to Literature. Many existing courses require few if any modifications and can be taught by regular language instructors.

At the University of Southwestern Louisiana, Lafayette, the B.A. and M. A. degree programs have traditionally focused on literature. However, a Spanish for Business course was introduced in 1982 and since it attracted a

Traditional 9

substantial enrollment, three more courses were added (Introduction to Commercial Spanish, Spanish 332; Commercial Spanish, Spanish 361; Translating, Spanish 430G), with plans for an internship abroad. In addition, a commercial French tract was added in the fall of 1984. Capable instructors within the faculty are staffing the new commercial tracts, and their basic objective is to teach language and culture skills which will allow successful students the option of an internship abroad, as well as future employment in commercial areas.

Since a basic objective of the undergraduate curriculum is to teach language by means of the four skills, a major concern is that business language courses include essential linguistic aspects. In addition to learning business vocabulary and terminology, Commercial Spanish students at the undergraduate level (non-native speakers of Spanish) need practice in

Traditional 10

traditional areas of language development such as pronunciation, comprehension, writing, reading, speaking, and translating, as well as opportunities for vocabulary acquisition, grammatical development, and culture awareness. However, few business Spanish textbooks (available at the present time) include all of these language development activities. Therefore, it becomes the responsibility of the language instructor to provide sufficient language learning opportunities.

A unit from a typical commercial Spanish textbook at the intermediate level usually includes a vocabulary list, a reading exercise followed by a written comprehension exercise, and a translation exercise. Obviously this kind of textbook requires a creative and proficient language instructor who can supplement course content with the necessary linguistic practices. For example, non-native speakers of a language

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profit from pronunciation exercises which can be provided by periodic oral readings and by micro lessons for particular pronunciation problems.

Moreover, comprehension practice may be enriched by presentations by guest speakers, by tapes which include interviews or dialogues between native speakers, and by tapes of radio announcements and advertisements, all in the target language. In addition, oral reports, panel discussions, debates, and use of the target language during class time can give students more practice in oral language. Meanwhile, reading exercises from classroom textbooks can be enhanced with current newspapers and magazines published in the target language.¹¹

Although translating practices can become mundane, the regular textbook can be supplemented by copies of current correspondence, documents, and business papers from the instructor's file. Samples of this sort, collected from trips abroad

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and from students as well as friends who live or work abroad, can be put on transparencies and can be updated frequently.

Culture sensitivity or business etiquette, as it is referred to in the commercial world, is a most important factor in business transactions. In fact, many contract negotiations have failed because of an error in business etiquette.¹²

Selections from contemporary literary textbooks can illustrate important cultural aspects of a region. Excellent sources are the personal accounts supplied by the instructor, as well as examples available in published materials.¹³

Above all, students need to know that business practices as well as business etiquette may vary greatly from one Hispanic region to another.

Since non-native speakers need frequent opportunities to refine use of difficult syntactical structures, oral and written reports can provide worthwhile practice. Because

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proficiency levels will vary in advanced courses, the instructor may choose to work with some students on an individual basis and as the need arises. Oral and written reports as well as translation and research projects require good library reference tools. Fortunately, new publications are available which include extensive bibliographies of resource materials.¹⁴

In conclusion, new course names might indicate a change of direction for foreign language education. However, a closer examination of the preceding information reveals that basic language skills needed for business and commercial professions strongly resemble language skills taught in traditional language courses. Furthermore, the writer firmly believes that the literature and linguistic aspects of foreign language study are not only compatible with language study for business and commercial professions, but that the three areas strongly

Traditional 14

complement each other. In addition, the study of professional language in combination with the study of literary and linguistic aspects of a foreign language will enhance attempts by the student to acquire language proficiency and marketable skills.

Traditional 15

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Traditional 17

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A COURSE IN BEGINNING SPANISH
WITH A BUSINESS-ORIENTED VOCABULARY: METHODS AND TEXTS

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A Course in Beginning Spanish With a Business-Oriented
Vocabulary: Methods and Texts

This presentation will describe the content, techniques, methodology, materials and textbooks for teaching an elementary Spanish course in which the basic vocabulary is business-oriented. While the course was introduced in September of 1982 at Kent State University, the necessary groundwork dates back to 1981.

Most courses in business Spanish are geared to the intermediate student, and not to the rank beginner. While accepting the merits of such intermediate Spanish business courses (and having taught them) I also appreciated the fact that students from the School of Business had so many required courses to take that they simply could not afford to spend two years studying a language. What was necessary was a course in beginning Spanish where the grammar would be taught as always, but instead of learning the traditional vocabulary that centers around the family, the school, the supermarket or travel, the terminology would be geared to business-related experiences. Fortunately, by searching the book displays at foreign language conventions I found that D. C. Heath and Company had just published a Business and Finance Workbook which works in tandem with a Basic Spanish Grammar. These two texts suited my purposes perfectly and saved me many hours of preparing my own materials.

Thus armed with tangible proof of the feasibility of conducting a course in elementary Spanish with a business orientation,

my next step was to gain the acceptance of my department chairman and colleagues so that it would be implemented. A brief meeting netted positive results, but it was still necessary to enlist the support of the School of Business. I did not know the Dean of the School, but I had read in the student newspaper that the Goodyear Chair for the year was held by a Sears and Roebuck executive who had been president of Sears' Venezuelan subsidiary for close to twenty years. This man, I reasoned to myself, will surely appreciate the need for businessmen who are able to communicate with a client in the client's own language. I was right. During our interview he immediately expressed his enthusiasm for such a course and agreed to talk it up with his colleagues and recommend it to students at the School of Business.

Fortunately, this groundwork which I have just described proved to be most fruitful. So it was that in the Fall of 1982 the course appeared in the catalog. It carried the same number as the regular beginning courses in Spanish, except that it bore a footnote which explained that this section's vocabulary was business oriented. Guided by a firm belief in the powers of advertising, just prior to registration I handcrafted a descriptive sheet, xeroxed it, and taped it to the walls in several campus buildings. About twenty-six people enrolled, some of whom were from the School of Business, while others were just students who felt that at some time in their lives a knowledge of Spanish business vocabulary might be useful to them.

The course consists of twenty lessons which may be covered in two semesters or three trimesters according to the university's schedule. Four to five days are allotted to each lesson. The work begins in the core text, Basic Spanish Grammar, which provides all of the grammar and a basic vocabulary common to all job settings. This text follows the same sequence of presentation as the majority of traditional grammars available. That is, it starts with pronunciation exercises and continues with articles, plurals, pronouns, present tense of verbs, demonstrative adjectives and pronouns, etc.. The principal difference to be found in this particular text is that the material is concise and there are fewer and more condensed exercises following the teaching of a new grammatical concept. Practical application of the grammar is provided by the workbook, which parallels the lesson in the core text. For example, the first lesson begins with a practical dialog between a Sr. González who arrives at a factory and explains to the receptionist that he is seeking employment. Thus, the usual first lesson to be found in traditional texts where students introduce themselves to their classmates and learn appropriate social-situation vocabulary, has been adapted to a business encounter. For each lesson the workbook also provides new vocabulary and a study of cognates, exercises on grammatical structure using the new vocabulary, exercises based on the dialog and translation or interpretation practice.

The "situational exercises" found in the workbook are the ones

I deem most valuable for the students since they lead to the functional proficiency which is desired once the purely mechanical vocabulary acquisition is achieved. To illustrate the scope of these exercises I shall transcribe three of them, taken from lessons 2, 13 and 20.

Lesson 2 - "What would you say in the following situations?

1. You are the receptionist for Cotton Textile Corporation. It's 3 P.M. The phone rings. Answer it and ask the caller what you can do for him or her.
2. You are the buyer for Madrigal and Brothers, retailers from New York. Tell the receptionist who you represent, and tell her you want to speak with the company's sales manager.
3. You are a buyer. Tell the sales manager you want to buy cotton fabrics to export to Guatemala. Tell him also that you want to visit the warehouse to see the company's products.
4. You are the sales manager. Ask the buyer if she wants to buy inexpensive fabrics, and if she needs samples to send to Guatemala."

Lesson 13 - "What would you say in the following situations?

1. You are a bank officer talking to someone who wants to borrow \$3,000 from the bank. Ask him what he needs the money for. Ask him also if he ever applied for a loan at your bank, and if he has any accounts there.
2. You work at a beauty parlor in the business district and are applying for a loan. Tell the bank officer that you make \$250 a week, and that you also get tips.

3. You are a bank officer talking to someone who's applying for a loan to start a business. Ask her what type of business she wants to start and how much capital she has. Ask her also if she needs legal and financial advice."

Lesson 20 "What would you say in the following situations?

1. You work for a computer firm. Tell a prospective customer that he needs to modernize his accounting system because the system he's using is not good. Also tell him that your firm can prepare his reports with the use of computers.
2. You are an accountant. Tell your boss that the business has grown a great deal, and that you need a computer. Tell him the business suffers delays and costly mistakes because he is not using a good accounting system.
3. You are trying to explain how a computer works. Tell your audience that you feed the data and the instructions into the computer. Add that the computer has a central unit that processes the data and instructions."

By means of these three examples which demonstrate how the students are confronted with different situations normally encountered by people in the business world, one can appreciate the practical value of such exercises. In carrying out these role-playing activities two students are brought to the front of the room. A whole scenario is created from the time one of them knocks on the other's door and is asked to come in and take a seat until the conclusion of the encounter when they both stand,

shake hands and take leave of each other. The myriad cultural items which the text does not mention are supplied by the instructor. For example, students at this time learn about appropriate business attire. I mention how as a tourist in Mexico City during the hot summer months I was surprised to see Mexican businessmen wearing dark business suits, white long-sleeved shirts and ties. I go on to explain that if an American counterpart were to pay one of these men a business call dressed in a short-sleeved, open-collared shirt, the Mexican would take it as a blow to his dignity--as a total lack of respect.

During these dramatizations students also learn about shaking hands, about appropriate physical proximity and about maintaining eye contact with Hispanics. They are made aware of other cross-cultural differences, such as the fact that business deals are not closed over lunch. If they invite a Hispanic businessman to have a meal, they may discuss general cultural topics, they may venture into politics and they may exchange family information or anecdotes. It is a time for getting to know one another. Contracts are not signed in a restaurant; such matters are left for the return to the office.

Precisely because these performances are such a valuable pedagogical tool, their mechanical aspects require special attention. At the beginning you will find that the students are reluctant to come up to the front of the classroom. They will definitely not volunteer. It is therefore up to the instructor to "draft" two of the students who have already demonstrated special abilities

in class. It is crucial at the outset to create a positive atmosphere and to let each person in the class know that when it comes his turn to act out the situations described in the exercise he will in no way be threatened or embarrassed. The instructor should be lighthearted and good-humored, being director and promptor at the same time, and immediately feeding the vocabulary that the actor may not be able to come up with at the moment. I am happy to be able to report that my positive feelings towards this teaching technique have been shared by my students as well. Not only have they indicated that these situational exercises made all of the memorizing and drilling worthwhile, but they have actually volunteered as participants.

The last important instructional element to be found in the workbook is that pertaining to business forms and letters. The students become acquainted with message forms, memoranda, bills, leases, vitae, advertising copy, bills of lading and business letters covering varied topics and situations. In order to lend more presence and immediacy to this aspect of the learning process I have duplicated actual letters and business forms and handed them out to the class.

For students wishing to review at home, the publisher provides an audio program consisting of seven cassettes at no cost. At Kent we have a self-study center where a student may purchase one cassette and then have it erased and re-recorded as he completes the lessons thereon.

Considering that this is only a one-year course, its breadth and depth are considerable. Because most of the material is so practical and useful, the instructor is afforded the immediate gratification of having his students inform him of the applications they make of the materials being worked on in class. For example, after a field trip with her Marketing Club to a manufacturing plant, one of my students informed the class that the firm had recently obtained contracts from several Latin American countries, and when one of the executives learned that she was acquiring business-Spanish skills, he asked her if she would be interested in an internship program. Out of the entire group visiting the plant, she was the only one approached in this manner. You can see how her recounting this experience to our class had very positive psychological value.

Another one of the students who works at a local department store reported that several Spanish-speaking customers sought her out when they needed to make purchases because word spread among them that one of the clerks was able to communicate in their language. When news of this reached her supervisor, she was given a slightly better position and accorded positive recognition.

For those Business majors who do not plan to attend graduate school, this course will be their only exposure to business Spanish. Hopefully, however, those planning to attend graduate

school will be sufficiently motivated to broaden their knowledge by matriculating in courses in international economics, finance, marketing, etc.. Nevertheless, whatever their future plans, I believe that a one year course in elementary Spanish with a business-oriented vocabulary is a year well spent.

THE BEGINNING OF SPANISH-FOR-BUSINESS TRACK
WITHIN A SMALL COLLEGE

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This paper is a description of the strategy That the Department of Modern Foreign Languages of Anderson College is following in order to establish a Spanish-for-Business track. Anderson College is a Christian, Liberal arts, four-year college located in Anderson, Indiana, approximately 40 miles northeast of Indianapolis. The enrollment at Anderson College has recently exceeded 2000 students. The Department of Modern Foreign Languages could be classified as small. The staff consists of two full-time professors in Spanish and one each in French and German. In addition, two adjunct instructors teach Spanish, and five additional individuals teach French, German and Spanish.

The Spanish section of the department normally offers nine sections of elementary Spanish with a total enrollment of approximately 225 students. The rest of the offerings consist of two sections of Intermediate Spanish and three or more advanced classes. Three years ago one of the Elementary sections was labeled "Business Spanish" and all the students majoring in business and/or economics were informed. The class filled quickly and the results were very satisfactory. During the 1984-85

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academic year a second section of Elementary Spanish will be labeled "Business Spanish" and an even greater effort will be made to insure that all the students who enroll in these sections will be fully aware of the nature of the class and the slightly higher degree of difficulty that Business Spanish will present.

The department considers these elementary business-oriented Spanish classes the cornerstone of its future. The programmatic plans developed up to now are evolutionary rather than revolutionary--evolutionary in the sense that we are moving slowly toward more complex and advanced business-oriented courses. No one on our staff has had the kind of business experience or training necessary to establish a curriculum that overnight could honestly be called a Spanish-for-Business track. In addition to the lack of expertise in business, the department does not have the financial resources necessary to hire individuals who could teach the courses needed.

The evolutionary process has now reached a second stage. The second semester of one of the two Intermediate-level classes has also been labeled

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"Business Oriented". The enrollment for this section is lower than we anticipated, but considering the relatively late notice given to the students and the failure of the department to publicize the class, the low enrollment has not been a surprise. The department is optimistic as to the potential of this class for growth.

A third step toward further development of the program will be taken next year. Two upper-division classes, Advanced Grammar and Composition and Advanced Conversation, will be offered in their normal format, but any student opting for a Business Spanish orientation will be able to study, practice, and present topics related to business and other related subjects. This will allow the humanities and business-oriented students to work side by side and learn from each other's efforts.

The fourth and perhaps final step of this evolutionary process will be to seek approval for a major in Business Spanish. This major will, in all probability, develop as an interdepartmental major with strong components of Business/Economics and Spanish. This optimistic prediction is based

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on the excellent relationship that exists between the departments of Business and Economics and Modern Foreign Languages--a relationship which, one might add, is carefully nurtured.

Many foreign language departments have opted to begin teaching business-oriented Spanish in their upper-division courses, motivated by the belief that elementary courses are primarily suitable for the teaching of basic skills. This premise may be valid, but Anderson College has decided to take the path less traveled. Only time will tell if such efforts will be successful.

The following is a description of our Beginning-level class. The methods and ideas presented here may be used at any level. This first year "Business-Oriented Spanish" class is taught with the assumption that the students have no previous knowledge of Spanish. It is comprised mainly of three types of students: Business students who have some vague interest in doing international work but with nothing specific in mind, business students who envision themselves working with Spanish-speaking people and who believe that a knowledge of Spanish would be an asset but not a

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necessity to their jobs, and those who are in the class to fulfill their language requirement, this being the only time slot available to them. As you can see, motivation is not a natural element present in the classroom. It must be of prime concern throughout the course.

Basic Spanish Grammar by Jarvis, Lebreto and Mena and its companion, Business and Finance Workbook by Jarvis, Lebreto, and Planells have been used for the three years this course has been offered. The first fourteen chapters are presented at the Beginning level, and the workbook is then continued in the second semester at the Intermediate level. These two texts are supplemented with a variety of films and other visual aids for cultural enrichment. Conversación y Repaso and Cultura y Civilización are the other texts for the Intermediate classes.

At the Beginning level, eight class hours (four hours per week) are spent on each chapter. During the first week grammatical structures are taught and practiced. The second week is devoted to business vocabulary and conversational practice using the workbook and the language lab, where

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two twenty-five minute sessions per week out of class are required.

The second week of each chapter is divided as follows: On Monday the dialogue is reviewed in detail, practicing pronunciation, discussing grammatical structures within it, and adding cultural highlights. Tuesday is reserved for board work where the written formation of sentences is practiced. It is also a day for practicing the oral formation of sentences as the instructor asks questions pertaining to the dialogue and then personal questions of the same nature. On Thursday students act out the skits from the workbook. On this day, films, speakers and other cultural enrichment are also presented. Friday is the culmination of the two weeks' activities, a press conference, which will be discussed later. The organization of the course can be seen more clearly on the chart which is given to each student at the beginning of the course. (See Appendix A.)

This schedule looks very organized and simple on paper, but, in reality, it is very demanding on the Beginning-level student. At

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times the vocabulary to be learned alone looks like a mountain looming before them, especially when they have "more important" work to do in their major areas. The instructor's job is not to let them give up, but to help them see the importance of what they are attempting to learn and to keep them motivated. One of the first steps to motivate the Beginning class is accomplished with help of the video recorder. Using advanced students in all of our languages offered, short videos are made showing English-speaking people in various situations where they cannot make themselves understood. After much frustration, each looks at the camera and exclaims, "I wish I had studied a foreign language."

The first step to a happy, well-motivated class where good learning is taking place, is to create a feeling of oneness as a class that cares about each other and that works together to accomplish a goal. The instructor sets the mood for the class but must work harder with some classes to create this atmosphere. The final outcome, though, is worth it.

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This semester there will be more films and an emphasis on guest speakers, including a businessman who has investments in Costa Rica and a General Motors executive who joined General Motors twenty years ago with no idea he would be doing international work. It wasn't even a possibility. Now he travels constantly to Spain, Mexico and South America. He will speak of his recent trip to Barcelona where he was entertained at dinner by a family. He will emphasize his frustrations at not even being able to say "This is delicious" and his embarrassment at not knowing who Julio Iglesias is. Exposing the students to the type of cultural experiences just mentioned is as much a part of the course as the technical aspects of the language because, with our present program, unless they are Spanish majors (they are not; they are business majors), they will need to be motivated to get more language study in college or as soon as possible after graduation. If they can develop sufficient language skills to pursue additional training,

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or at least to express appreciation for a meal, or for important aspects of the culture, then we will have accomplished a great deal.

At the first Spanish for Business Conference in Ypsilanti, Michigan, an idea was presented that has been modified and used as the basis for all classroom projects. At the beginning of the semester, each student chooses an imaginary business that he will be involved with for the year, his position within the company and the hispanic city and country in which it is located. Throughout the semester, he, substituting his company, relates all his lessons to that company, and in oral practice he is asked questions similar to those in the book.

The following course projects are related to those companies and are adaptable to any course level.

The press conference, as mentioned earlier, is held as a culmination of each two-week lesson. This has proven to be very successful. After mastering the workbook lesson of a

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situational dialogue as much as time permits, three students are assigned to represent their businesses at a conference to be held in class the following day. Students are chosen whose businesses are appropriate for the lesson being used. For example, the lesson is on shipping arrangements of textiles to Bogotá. One student has a banana plantation in Ecuador, another a clothing factory in Acapulco, and the third a bean factory in Caguas, Puerto Rico. The rest of the students ask questions, pretending they are members of the press interviewing the representative of this business to their city or that they are businessmen interested in doing business with these countries. For every question they ask a mark is entered in the grade book and the three student presentors are graded on their ability to answer in good Spanish. This encourages the others to ask more questions. For example: Do you ship to Indianapolis? May I visit your warehouses? Is there a discount on orders of more than

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\$500? Do you require payment in advance or on delivery? This is a final practice of putting what has been learned into practical use before the test.

Is there anything more frightening than to talk on the phone in another language for the first several times? There are certain times when we require our students to do this. For example, when we are working with the chapter on renting office space, we give the students a phone number and a specific time frame. They must call this number to find out the needed information of a certain office for rent. Different instructors or advanced students volunteer to answer the phone for these projects.

A short research paper is another special project of this class. Sometimes students complain that no other beginning language class has a research paper, but once the rationale and relationship are made clear to them, the complaints subside. The purpose of the research paper is to increase the student's awareness of another country and its resources, to

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research the problems and/or benefits of establishing a business in a foreign country, and to help the students envision themselves as international businessmen and women.

The students take the businesses, cities and countries they chose at the beginning of the semester and research their locations to decide whether their companies should really be located there. At the end of the semester some decide while writing their research papers that they will move their businesses to different locations at the beginning of the next semester. Most stay where they are. They must research the availability of shipping, importing or exporting as it is applicable, work force, wages, already existing competition, need for their service or business, natural resources needed, tax laws for foreigners owning businesses in another country and other government laws encouraging or prohibiting their presence. They write the embassies and State Department; some obtain information from their already-existing "competition" by

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writing to an actual similar company in their city to learn of particular problems they might encounter. With the help of the Indiana State Department of Commerce, where one of our language majors is a senior specialist, we have developed files of key officials to contact in each country for information along with economical and political information on each country and detailed information on importing and exporting. This has been a wonderful asset due to the limited materials available at the present in the libraries in our area.

Second semester each of them is called to the office individually to discuss his paper and how he might improve it second semester when the papers are expanded. If the student has exhausted all possibilities and sources, an alternate activity is suggested, such as a report to the class on foreign job opportunities after graduation, or a cultural report that is of particular interest to him. It is very flexible. For example, one of the future

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presentations will be by a student who has a travel agency in Acapulco. She will be putting together package hotel/sightseeing deals for tourists, writing ads such as those that appear in the Wall Street Journal as well as in Spanish publications. She will also give a sales presentation to the class of potential "tourists" in which she will promote another student's hotel in Acapulco and tours through another student's hat factory and shop there.

The fun comes second semester when this class writes letters to the Intermediate-level class to persuade the class members to invest in our companies. The Intermediate students are supposed to be wealthy investors from Spanish-speaking countries, looking for a good investment. After several letters of correspondence, a formal reception is held where investors and company executives meet to finalize their deals. This is the first year for this project and we have learned that students at the beginning level do not have sufficient vocabulary to write a letter of this type without help. In

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the future we will provide a form letter that they may use as a guide, changing the details as needed to fit these particular situations.

Our formal reception proved quite successful. No English was allowed to be spoken. The instructors were present, two acted as hostesses and the other as a walking dictionary. Student evaluation of the event revealed that it helped them realize the need to learn more Spanish.

The research paper, telephone calls, and investment correspondence and meetings are all done outside of class so that precious time is not lost. These are all projects that could work at any level.

How successful is our program? Let us try to look at it realistically. It has been very exciting and refreshing preparing students to actually use their language skills in the field they have chosen. In comparison to a regular Beginning-level class, these students have learned more grammatical structures and can discuss such topics as car upholstery, office furniture, visits to warehouses, and shipping

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of each class session to conversational exercise related to non-business themes. This will demand considerable discipline on the instructor's part, but since the need is obvious, the remedial work must be done.

As in most beginning classes, there is not enough time to gain complete mastery of certain grammatical structures or of as much vocabulary as the teacher would want. These gaps, the students are told, must be filled with additional studies at the Intermediate level and beyond.

As any instructor knows, lack of time is the biggest enemy, and when learning is not perfected as much as one would hope, it is important to concentrate on the original goals--basic language skills, a broadening of the student's world, and a motivation to seek further mastery of the language.

CHAPTER AND HOMEWORK SCHEDULE

The following plan will be used for all two-week chapters:

<u>Classwork</u>		<u>Homework</u>
<u>Week 1</u>		
Mon.	Introduction of grammar	exercises in text
Tues.	Continue grammatical study	exercises in text + grammatical exercises in workbook
Thurs.	Oral work using new grammatical structures, films or other cultural enrichment	Study for quiz.
Fri.	Grammar quiz Introduction of workbook dialogue	Copy dialogue. Make vocabulary flashcards.
<u>Week 2</u>		
Mon.	Study of dialogue + vocabulary	Questions/answers in workbook
Tues.	Board work and oral practice	"Be a translator" + supplementary practice sheets
Thurs.	Skits, films, speakers	Prepare for press conference.
Fri.	Press conference Review of chapter--both texts	Study for chapter test.

SCHEDULE FOR SEMESTER I

Week 1	Orientation	Week 8	Lesson Four (text)
Week 2	Lesson One (text)	Week 9	Lesson Four (workbook)
Week 3	Lesson One (workbook)	Week 10	Lesson Five (text)
Week 4	Lesson Two (text)	Week 11	Lesson Five (workbook)
Week 5	Lesson Two (workbook)	Week 12	Lesson Six (text)
Week 6	Lesson Three (text)	Week 13	Lesson Seven (text)
Week 7	Lesson Three (workbook)	Week 14	Lesson Seven (workbook)

THE BEST LANGUAGE TO SEAL THE DEAL MAY NOT BE ENGLISH
SURVIVAL SPANISH CAN HELP

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THE BEST LANGUAGE TO SEAL THE DEAL MAY NOT BE ENGLISH--

SURVIVAL SPANISH CAN HELP

Knowing one language is no longer sufficient for high performance in business. Business personnel in training departments are often called upon to provide remedial training for executives who are interacting with Spanish customers and who are traveling or stationed in Spanish-speaking countries. The value of Spanish as a second language has become important in Miami and in other cities where a large Hispanic population resides and consequently is served by business and the professions.

The "Latinization" of Dade County, Florida is a unique phenomena in the history of modern American, metropolitan areas. Not since waves of European immigrants reached the United States shores in the late 19th and early 20th centuries have non-English-speaking people had so great an effect on a single large urban area. In little over a decade, the Hispanic settlement changed the urban composition of the Miami metropolitan area which has had an unprecedented effect on the socioeconomic structure of the community.¹ Most of these effects have been positive,

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particularly for the business community. But only for that part of the business community who has been prepared or has been open-minded enough to position itself to get prepared. This paper will explore the necessity for Spanish language preparedness by American businesspersons to take advantage of the opportunities of a non-English-speaking marketplace and how Miami-Dade Community College, in particular, is contributing to the resources available for such preparedness.

Up until recently, one of the problems in learning a second language has been the poor quality, inflexible and inconvenient materials available for the busy, aspiring businessperson. However, Miami-Dade Community College, being one of the largest community colleges in the country and projecting the growing need for English-speaking people of Dade County, Florida and the rest of the country to be conversant in another language, developed and produced a non-traditional, conversational approach to learning Spanish. SURVIVAL SPANISH takes the form of a telecourse, yet is intended for use in a variety of ways which will be discussed in this paper.

In Miami, Hispanics account for almost 3/5's of the city's 350,000 population and 35.7 percent of the county's 1.7

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million.² (The census data does not take into account the 100,000 or so Mariel refugees who hit the South Florida shores in mid-1980.) (See figure 1) To a large extent, Hispanics have transformed Miami and the rest of Dade County into a dynamic commercial center. Latinos generate an estimated 2.25 billion dollars³ (that's not million, but billion dollars) worth of annual income and have created nearly 300,000 jobs.⁴ (See figure 2)

Yes, America's Hispanic population is rising rapidly. The 1980 census put the United States Hispanic population at just under 15 million people⁵--or about 6.4 percent of the total population. (Some argue that the figure would be closer to 22 million if illegal aliens were also counted.⁶) And, by 1990, Hispanics could easily surpass Blacks as the nation's single largest minority.⁷ The Hispanic population, according to the United States Census Bureau data, still remains concentrated in four states, California, Texas, New York and Florida, where at least 70 percent of the Hispanics in the United States live. On the other hand, 15 states now have Hispanic populations of at least 100,000 people⁸, and 23 United States cities have Hispanic populations of 50,000 people or more.⁹ (See figure 3)

In addition to the rising foreign population in the United States, there has also been a rise of foreign

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commerce by United States companies. In the early 1960's, foreign trade was not an important segment of the economy. The United States was largely a self-sufficient entity. Yet by 1970, imports and exports were practically equal at 9.3 percent. By 1980, exports had more than doubled to a full 22 percent. The volume of goods flowing into this country is continuing to increase faster than the volume of shipments abroad, creating a growing deficit in the United States balance of payments.¹⁰

It is clear--Hispanics make up an ever-increasing number of our total population and the need to understand their culture and their language is becoming even more important to the non-Hispanic businessperson. As well, the world has become a single marketplace and the needs to communicate or at least to understand a portion of the language and the culture of the non-English-speaking person in this marketplace is evident.

It seems as if the smaller countries have a better understanding of this global marketplace concept. Today, the small industrialized countries have a lead when it comes to exporting their high tech products, simply because circumstances forced them abroad at a very early stage in their development. Take Holland for instance, production and marketing are not based on Dutch or even European

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markets, but rather on the world market since a Dutch entrepreneur knows that his country is too small to support every type of advanced business and that he must get out into the world market.¹¹ This indicates that with the United States deficit in the balance of payments growing and as changes in exports and imports result, United States companies must look outside their borders for larger markets. And of course, the need to communicate with these other markets becomes even more essential and important.

But where do all these findings lead? The rise in foreign commerce has been financially beneficial to some companies only at the expense of showing the world how ill-prepared some have been to deal with the necessary communications.

There has been some American attempts in marketing products to non-English-speaking markets which have resulted in some classic examples of America's inability not only to communicate but to recognize a new market on its own merits instead of Americanizing it. For example, the case of General Motors' marketing the Chevy Nova in the Carribean. Sales were slow until it was discovered that Nova in Spanish means "does not go." After changing the name to "Caribe", sales improved.¹² American ideas and concepts cannot be transferred directly to another language or society. The

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lack of foreign language training in the United States tends to reduce our knowledge and understanding of other cultures.

This lack of foreign language training is also evident in the governmental and educational sectors. Illinois Representative Paul Simon's investigations of foreign language study in the United States revealed discrepancies even within the State Department. Representative Simon discovered that the State Department does not require knowledge of a foreign language for its incoming foreign service officers. Unfortunately, he discovered this in an embarrassing situation as a result of poor foreign language training. When Representative Simon and other statesmen traveled to Egypt for a meeting with Anwar Sadat, they found themselves late for a meeting because the Embassy representatives were unable to communicate with the Egyptian taxi driver.¹³ This incident was the impetus for Representative Simon to propose legislation to set up a Presidential Commission on Foreign Language and International Studies. One thing the Commission revealed was that a foreign language requirement for admission was in place at only eight percent of American colleges and universities, down from 34 percent in 1966 and 85 percent in 1915. And that only 15 percent of American high school

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students study a foreign language--and then generally only up to a minimal level.¹⁴ As Congressman Simon put it, among 76 nations surveyed, "None can compare with the United States in neglect of foreign languages."¹⁵

This data is also subsumed by the contents of a Report on International Education and Economic Development in Florida, which provides a challenge for the 21st century the State of Florida. In this report, the Governor of Florida says,

"We need to make, as a community, a major effort to expand our linguistic capabilities...Every primary English speaker should have a goal: To seek a level of proficiency, if not fluency, in Spanish. The State would be ill-served if foreign language instruction was provided exclusively in traditional and conventional fashions. It is imperative that new educational delivery systems aimed at achieving conversational fluency and cultural understanding be implemented if Floridians are to master bilingual skills."¹⁶

Clearly, the main objective of the Project for International Education and Economic Development was to explore and develop creative means by which "the international education and international business

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communities could work together to maximize mutual and individual interests to further the international economic development of the State of Florida. The premises underlining the public/private sector partnership suggests an exchange of resources, knowledge, and expertise between those communities, leading to more effective and efficient institutional and industrial growth."¹⁷

Fortunately, Miami-Dade Community College and its President Robert H. McCabe had been working on and developing just such non-traditional, conversational Spanish materials since 1978. The materials were designed for use by the College's own students, but have a large potential for use within the business community not only in Dade County but in other places where there is a large number of Hispanic persons.

A telecourse is characterized as video and/or audio working together with integrated print materials for use with remote or distant learners. SURVIVAL SPANISH is designed as a telecourse but has application as supplement to classroom instruction. SURVIVAL SPANISH consists of 30 video and 34 audio programs, a workbook, an audiotape script

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booklet, and a question booklet. The materials, designed to individualize Spanish for speakers of English, assist in providing introductory Spanish proficiency in typical conversational business settings as restaurants, retail stores, doctor's offices, travel agencies and schools.

SURVIVAL SPANISH is designed to teach Spanish as the language is used on a daily basis. It is not proposed to be a traditional structured Spanish program, but rather its emphasis is on speaking and using. Substitutional dialogue with a conversation coming first and the structure second is the basic, underlying philosophy. Feelings are it is irrelevant to know sentence structure before learning to speak. SURVIVAL SPANISH is not for the ultimate Spanish speaker or professional, but is for the person who is trying to gain a working knowledge of Spanish to use in everyday conversations.

The video programs are, of course, the component that most obviously distinguishes a telecourse, and in particular SURVIVAL SPANISH, from other forms of Spanish language instruction. The television component of SURVIVAL SPANISH emphasizes the conversational skills and structure necessary for successful oral communications. These programs are aimed at providing all students--especially those who study

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at home or in a supervised, independent study mode--with their own personal instructor who both introduces new material and guides them through the necessary practice and drill. Each video taped lesson is carefully paced, structured so that students can assimilate the material covered while concurrently developing the associated vocabulary, pronunciation and structural skills required.

The format of the video introduces a dramatically presented conversation from one of the topic areas of restaurants, retail stores, doctor's offices, travel agencies or schools, reviews that conversation in English and then in Spanish for proper pronunciation, provides an opportunity for the student to repeat the conversation in Spanish, and builds additional vocabulary and grammatical usage.

Miami-Dade Community College made a conscious decision to produce this particular format. Even though the College had been producing instructional television for over 15 years, receiving numerous awards and distinctions for its use of on-site filming, creative editing and studio enhancement, it was felt that masterful television was not needed for SURVIVAL SPANISH. In the past, it was believed one of the reasons for exploiting the multisensory properties

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of the television medium was to motivate a student who otherwise might not have been attracted to that particular topic. But research has shown that the successful telecourse student is a mature adult, credential minded, career oriented and highly motivated¹⁸--translated to mean a student looking for a convenient, efficient and effective way to add upon his or her knowledge and not looking for a lot of frills.

Since most people who enroll in a language course are already motivated to learn the language, it was felt a traditional instructional television format with a few creative vignettes would reach out to the most people. The first 26 programs of SURVIVAL SPANISH were initially completed in fall, 1983. There were discussions at that time that the series could be strengthened by adding four more programs, making a total of 30 programs. The 30-program series provides conversational language instruction for the present and past tenses including the indicative mood. Completing the curriculum package is a text/workbook for students to practice while following along with the video. Audiotapes and audiotape scripts are available for additional practice and drill.

There are a number of possibilities for using SURVIVAL SPANISH at Miami-Dade Community College. It is designed as a telecourse to enroll remote or distant learners. Thus, it

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is aired on Miami's Public Broadcasting Service and on some of the cable systems in the area. The series is also being aired nationwide over The Learning Channel, a cable satellite delivery service, and fed into cable systems that affiliate with The Learning Channel.

Other uses at Miami-Dade include a non-credit, independent mode where people can learn at their own pace and in their own homes with the use of their own videotape and audiotape recorders. Training departments at several local businesses are preparing to use these materials with in-house, credit and non-credit training programs.

There has been some talk about enrolling continuing education students in a Miami-Dade sponsored Foreign Language Institute for use of SURVIVAL SPANISH to learn a language. Miami-Dade would anticipate many professional people being attracted to the Institute.

Miami-Dade Community College has only recently begun the national marketing of SURVIVAL SPANISH. Even though significant use outside Dade County has not been seen, over 800 requests to review the video and audio were received within two weeks of the initial mailing.

As the demographics of the college student population change as more and more cities grant franchises and wire-up for cable television delivery and as the range of

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educational services available from satellites expand, post-secondary institutions face great challenges in delivering non-traditional education in non-traditional ways.

Since SURVIVAL SPANISH is yet so new, research evidence on its teaching effectiveness is not presently available. Nonetheless, anecdotal reports from students and faculty seem to indicate that the television is both captivating and instructive. It is expected that the results of research on SURVIVAL SPANISH as a teaching resource will be similar to that of other telecourse materials. In reviewing the studies on instructional television, it is reported that television and classroom instruction that are similar in content are equally effective.¹⁹ "No significant difference in learning" seems to be the accepted attitude. Dade County, Florida may well be ahead of other places in the country encouraging the learning of a second language via instructional television and audio. However, other states are not far behind. Texas has just passed legislation to require all high school graduates of public schools to take two years of a foreign language. Other states will be following suit. This says to the educational community that they must provide good-quality foreign language instruction for large numbers of students effectively and efficiently. This also says to those in the

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business community that to keep ahead they must acquire foreign language proficiency and they must acquire it fast.

Miami-Dade Community College is pleased to be able to share its instructional resources to help the educational and business communities in this foreign language crisis. For more information regarding SURVIVAL SPANISH or for an opportunity to preview the learning materials, contact Miami-Dade Community College, Auxiliary Services, 11011 S.W. 104 Street, Miami, FL, 33176, (305) 596-1364.

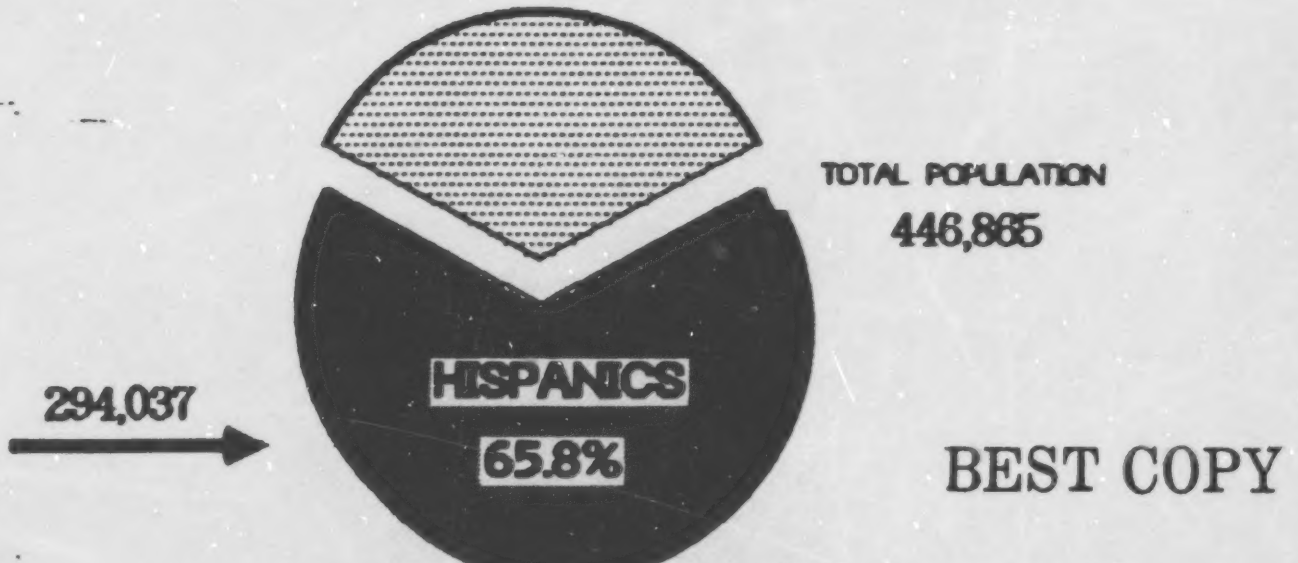
Notes

- ¹ Dade County, Office of the County Manager, Profile of the Latin Population in Metropolitan Dade County Area (Miami: Metropolitan Dade County, 1976) p.iii.
- ² Hialeah Dade Development, Inc., The Business and Industrial Report (n.p.: n.p., 1982), pp. 4.5.
- ³ "New Dawn for America's Latins, "Reader's Digest, Feb. 1979, p. 185.
- ⁴ Telephone interview with Richard Welch, Director of Dade County Research, Division of Planning, 14 March, 1984.
- ⁵ The World Almanac and Book of Facts, 1984 (New York; Newspaper Enterprise Association, Inc. 1983), p. 200.
- ⁶ "Largest Spanish Populations in the World," Hispanic Age, Nov. 1982, p. 1.
- ⁷ Florida, Department of Education, International Education and Economic Development in Florida: Challenge for the 21st Century (Tallahassee: Florida Department of Education, 1984), p. 38.
- ⁸ The World Almanac 1984, p. 200
- ⁹ The World Almanac 1984, p. 203.
- ¹⁰ Bengt Anderson, "Developing New Markets With Global Strategies," Marketing Communications, Feb. 1984, p. 16.
- ¹¹ Anderson, p. 15.
- ¹² Nick Thimmesch, "Our Shocking Illiteracy In Foreign Languages," Reader's Digest, Feb. 1981, p. 175.
- ¹³ Thimmesch, p. 176.
- ¹⁴ Sheldon Sharen, "The Need to Communicate", Travel/Holiday, p. 35.
- ¹⁵ Paul Simon, The Tongue-Tied American (New York: The Continuum Publishing Corporation, 1980) p. 2.
- ¹⁶ Florida Department of Education, p.
- ¹⁷ Florida, Department of Education, Executive Summary, International Education and Economic Development in Florida: Challenge for the 21st Century (Tallahassee: Florida Department of Education, 1984), p. 11.
- ¹⁸ James J. Zigerell, "What Is A Telecourse?" in Reaching New Students Through New Technologies, ed. Leslie Noble Purdy (Dubuque: Kendall/Hunt Publishing Company, 1983), p. 20.
- ¹⁹ Dean Jamison, Patrick Suppes and Stuart Wells, "The Effectiveness of Alternative Instructional Media: A Survey, "Review of Educational Research, 44 (1974), 36.

CITY OF MIAMI



IF TAKE INTO ACCOUNT 100,000 MARIEL REFUGEES:



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BASED UPON 1980 CENSUS DATA

Figure 1

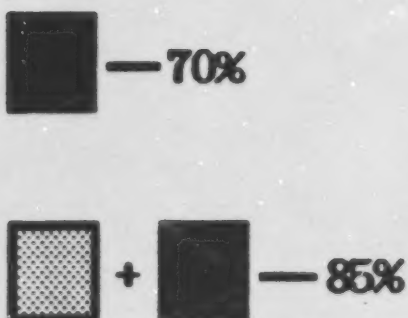
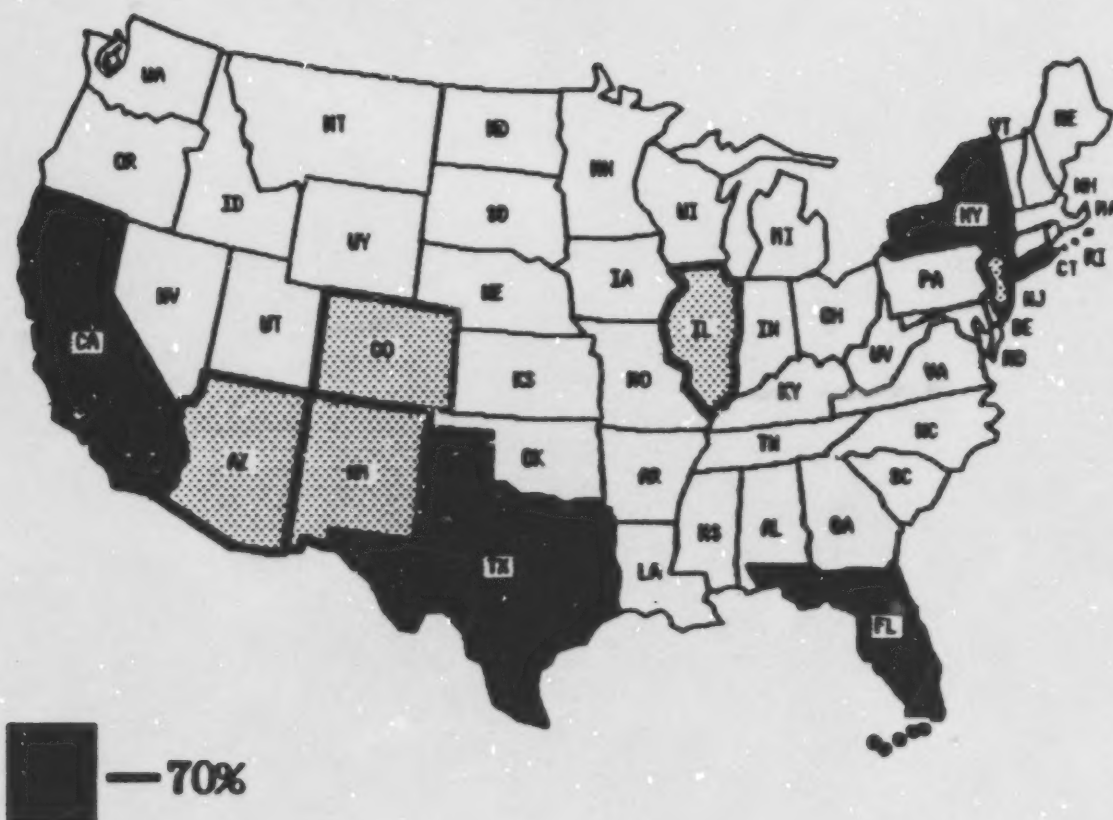
HISPANICS IN DADE COUNTY, FLORIDA

DADE COUNTY POPULATION	1,627,434
HISPANIC POPULATION (35.7%)	580,994
25 YEARS OR OLDER (63.8%)	370,997
JOBS	279,182
AVERAGE EARNINGS	\$18,983
TOTAL HISPANIC INCOME	\$2,240,000,000
HIGH SCHOOL COMPLETION	53%
MEDIAN YEARS OF EDUCATION	12.1

DATA ACQUIRED FROM DADE COUNTY RESEARCH, DIV. OF PLANNING DEPT.

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NATIONAL HISPANIC POPULATION
15 MILLION PEOPLE— 6.4%



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SPANISH FOR SPECIFIC PURPOSES: THE NURSING PROFESSIONAL

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SPANISH FOR SPECIFIC PURPOSES: THE NURSING PROFESSIONAL

John J. Staczek
Georgetown University

Patient care and primary health care delivery in urban centers and large urban hospitals require a communicative knowledge of Spanish in at least two important professional domains: patient/nurse and doctor/nurse. In a doctor-centered domain, it is reasonable to expect -- in cities such as Miami, New York, Chicago and Los Angeles -- large numbers of doctors whose L1 is Spanish. In the patient-centered domain, the expectation of encountering even larger numbers of L1 speakers of Spanish continues to grow given current migration and immigration patterns. As a result, the nursing professional faces a situation for which the following questions need to be answered:

- 1) How important is second language (Spanish) communication skill in the health care context?
- 2) To what extent is the nursing professional expected to communicate with doctor and patient alike in Spanish?
- 3) What are the L2 needs in each domain?
- 4) What interlanguage strategies -- code-switching, loan translation and borrowing -- need to be acquired?
- 5) What might a Spanish language syllabus for a nursing professional be composed of and how might it be implemented?

The purpose of this paper is to answer each of the above questions in order to arrive at a set of assumptions and conclusions to provide the rationale and design for a Spanish

language syllabus for the nursing professional. In addition, attention will be focused on the extension of a modified syllabus into other professional areas such as business and technology.

Responses to the above questions have taken many forms: from denial of the need for second language skills to use of translators and interpreters, both qualified and unqualified; to survival skill Spanish classes; to materials production, principally phrase books; even to delivery of traditional Spanish classes, that is, Spanish for academic purposes. Each strategy or response developed, to use a medical analogy, as the treatment of a symptom and not of the disease itself. Band-aid approaches, no pun intended, have been the rule rather than the exception. If, however, the nursing or other professional is to develop communicative skills in a second language, we -- language teacher, qualified professional, and hospital administrator -- must agree that the program design be serious, that the participants be dedicated to its purpose, that the hospital administration be supportive, philosophically and fiscally, and that the total enterprise be a qualitative one with achievable and measurable goals.

The qualified nursing professional, in order to be effective and efficient in a patient care role in urban centers and large urban hospitals, assumes a very intimate role with the patient and family. In providing the necessary patient care, the nursing professional is an ethnographer, an interrogator, a decision-maker, a confidante and bedside companion, a gatekeeper between doctor and patient, an information analyst, a monitor of recovery

or maintenance or even death, a handmaiden, a chamberkeeper, and, above all, a human being who attends much as a good listener does a speaker. These are the majority of roles a nursing professional must assume in any eight or twelve hour shift, for a single day, for successive days. They are roles that require differing linguistic performance; they are roles that require the performance of tasks, the accomplishment of which is the measure of achievement. Underlying the performance are differing linguistic needs, lexical, syntactic and pragmatic. Any attempt, therefore, to design a specific syllabus with supporting materials will necessarily be fraught with failure because of the range of tasks to be performed and the linguistic requirements placed on the performer. The syllabus cannot be designed that will even begin to meet a percentage of the linguistic needs of these tasks and roles.

While we might agree that some Spanish is better than none, I make the assumption that health care delivery requires specific, clear, succinct and timely information for it to be effective. This information is exchanged in a variety of interactions -- doctor/nurse, doctor/patient and nurse/patient. Inasmuch as primary health care is done principally in the nurse/patient domain, it is at this level that Spanish interactive skills must be the most efficient and precise. Indeed, they need not be fully developed, that is, there is no need for an extensive lexicon or for an extensive grammar, but there are needs for (a) a mastery of the sound system, (b) dialect information, and (c) social and cultural information. By

mastery of the sound system, I am referring to the development of listening comprehension and the ability to make phonological distinctions for the purpose of communication; by dialect information, I am referring to a knowledge of standard pronunciation and an acquaintance with macro-regional variation; and, by social and cultural information, I am referring to the body of knowledge about the customs, ideas, beliefs and behaviors of individuals who are members of a particular culture. To the earlier roles of nursing professional, I have now added language processor and producer, dialectologist and anthropologist.

With regard to the topic of culture, it is worth mentioning that, in the environment of the hospital, the patient is asked to move in and out of a new culture, the native informants of which are the nursing professional and the medical staff. There is then also a need for the patient to begin to understand the processes of the new culture to be able to operate effectively in it. If we accept the hospital and health care delivery as a new culture, then it is clearly incumbent upon all principals to ensure that there is an adequate exchange of information about the culture. Just as the nursing professional is required to learn those aspects of a culture related to a language group, the patient, by experience, must also come to understand the cultural assumptions of the new context. In so doing, both patient and nursing professional will function more effectively in their linguistic interactions which provide biomedical or psychosocial information.

With the above as a set of assumptions for the planning and design of a syllabus for the nursing professional, there is another prefatory question that must be asked before I attempt to establish a syllabus. This question relates to method. Is there, in fact, a method that will allow us to execute a particular syllabus? Belasco (1983), in a brief article of editorial length in the Modern Language Journal, makes a strong statement about "time, proficiency, and the best method". His conclusion is that, given enough time, any method can be used to achieve proficiency. The nursing professional, unfortunately, does not enjoy the luxury of time that it would take the average individual to acquire second language proficiency. Belasco characterizes the goals of teaching and learning a foreign language as "...loftier if not overly ambitious: proficiency in 1) listening; 2) speaking; 3) reading; 4) writing, and in some cases, 5) grammar" (1983: 213).

We know that it would be unrealistic for the nursing professional, or any other professional at post-entry or mid-career level, to achieve mastery in all of these areas. The task is then a formidable one indeed for the professional and the instructor to determine what level of mastery in each area is achievable and what measurable goals and objectives can be established.

Belasco goes on to question what it is, with regard to the grammatical principles of a language, that is essential for what I call communicative mastery or communicative competence:

About fifty traditional grammatical principles are involved. Has it ever been determined that these principles (or some other grammatical principles) are necessary or sufficient for the acquisition of a foreign language? In other words, what are the theoretical underpinnings supporting widespread use of these principles in second language instruction? Suppose our students were to master every grammatical principle occurring in a typical first- or second-year textbook, would this mean that they will have attained proficiency in the foreign language? Even if mastery is included, attainment of an adequate level of proficiency is still in doubt (1983: 213-214).

My particular response to Belasco's question is that there are a few principles -- phonological, lexical and grammatical -- that must be mastered. However, the principles at each level need to be redefined for the nursing or other professional whose goals are different from those of the student in a foreign language class for academic purposes. At the phonological level, there is certainly a need for ear-training for the purpose of recognizing phonological distinctions; there is, moreover, a need for approximate mastery with regard to the production of the same phonological distinctions. At the level of phonology, however,

we need to be ever-cognizant of the facts of the language, namely, that there are alternations or variations in the universe of the Spanish language. These variations permit a student to acquire mastery of acceptable sound distinctions though they may not be the exact sounds found in a particular text. At the phonological level, receptive competence is far more critical for the nursing professional for I consider the direction of the patient to nurse transaction the far more important one in patient health care.

At the lexical level, there is no question that a tremendous amount of vocabulary, including morphological detail, must be presented for mastery. The base of the lexical information are the English/Spanish cognates of the patient treatment and hospital setting. In addition, the wealth of knowledge the nursing professional already has about the Latin roots of medical terminology has to be reinterpreted and modified in terms of modern Spanish. A few simple rules about the historical evolution of Spanish from Vulgar Latin will provide a key to unlocking some of the lexical information of the Spanish language. If we were working at a graphic or written level of the Spanish language, it would be a matter of little consequence for nurse and patient to understand each other in the domain of their biomedical transactions. Of course, the biomedical transactions represent only a percentage of the total number of transactions that could occur. Memory load becomes a factor in the process but it is not a factor to the same degree that memory load is in Spanish for academic purposes. The nurse/patient

transactions, in their biomedical mode, are formulaic and limited; in the psychosocial mode, they become less formulaic, less formal and, therefore, more intimate. It is at the psychosocial level that the language becomes more natural since it is at this level that the patient expresses feelings, anxieties, beliefs, prejudices, and the basic needs of human interaction.

At the grammatical level, I would propose a simplification of the set of rules that are perhaps the most taxing for the second language learner. I am referring to the system of tenses and inflections of the verb. Before I elaborate on my simplification, let me dismiss in a few words the other grammatical principles. While I do not consider the other grammatical rules less important, I believe they are more manageable for the second language learner. Hence, their mastery is accomplished with less anxiety, less memory load and in less time. Surely we could argue the point about ser and estar, imperfect and preterite, the subjunctive, and por and para. We will not have to argue the point if we accept the assumption that our purpose in the development of a syllabus for specific purposes is to facilitate acquisition. This includes simplifying the grammar, that is, making decisions about what is and what is not necessary and sufficient to achieve communicative competence.

Returning to my proposal for the verb tense and inflectional system, I submit to you that, in a Spanish for specific purposes syllabus, there is a need for the following tenses: simple present; one past tense, the preterite; the periphrastic future

of ir + a; and, the affirmative and negative commands. The person inflections for each tense will obviously be the yo and usted forms for the practical reasons that (1) there are essential to the transactions and (2) the usted form is also the form for a third person -- doctor, spouse, child, other health care professional. With this kind of verb tense and inflection inventory, the patient and nursing professional are able to express what they do, what they did, what they are going to do, and to tell each other politely to do something or not to do it. While I am certain that this approach may conjure up heresy in some minds, I am also certain that a simple observation of the nurse/patient transactions reveals that these are the essential, necessary and sufficient verb data in the natural transactions in the domain of health care delivery. If this phonological, lexical and syntactic information is mastered by the nursing professional, communication will indeed occur in the nurse/patient dyad. Any more information is cosmetic, I believe, and will not contribute substantially to the communicative event. This is not to say that the syllabus necessarily stops here. It stops here only if we accept the premise that this information is neither more nor less than is required for a communicative transaction to occur. Notice, if you will, that I have gone a number of steps beyond recommending the kind of telegraphic speech that nouns, infinitives, prepositions, and adverbs could be useful for. I have recommended a limited, though useful, inventory of grammatical principles that assist the second language learner in acquiring natural language.

Let us now return to the questions posed earlier in this paper. How important is Spanish language communication skill in the health care context? Numbers alone of L1 speakers of Spanish in hospitals and clinics across the U. S. would be sufficient to answer the question. Anecdotal evidence from nursing professional and patient alike further emphasizes its importance. Health care delivery, at whatever level, to whatever degree, and whatever the degree of seriousness, is a life and death matter. If knowledge of the Spanish language and ability to communicate in it diminish patient and nursing professional anxiety and, if knowledge of the Spanish language and ability to communicate in it enhance the quality of health care delivery, then communication skills in Spanish are indeed important and must be recognized as essential in the health care context.

To what extent is the nursing professional expected to communicate with doctor and patient alike in Spanish? Any answer to this question is complex with regard to the nurse/doctor domain and simple with regard to the nurse/patient domain. If, in the nurse/doctor domain, the doctor is not proficient in English, this raises the issue of qualifications to practice in an English-speaking hospital whose patients may also be L1 speakers of English. Several states already have statutes that prohibit doctors from giving medical and pharmaceutical orders in a language other than English. In a medical emergency such as a code requiring split-second decisions, based on oral, written, and other graphic evidence, the doctor must be able to communicate effectively in English. We could probably all cite

anecdotal evidence of physicians who have varying degrees of English language proficiency and who rely on L1 or L2 Spanish-speaking nursing professionals to assist them in their linguistic transactions. The question nevertheless arises, in a crisis situation, whether they are capable of functioning appropriately, especially when they are part of a team of health care professionals. There certainly is no need to discuss the issue of the linguistic transactions between doctor and patient who are L1 speakers of Spanish. When the attending physician does not have Spanish language proficiency, a greater burden is then placed on the nursing professional who is involved in primary patient-care to be able to communicate in Spanish as the gatekeeper between doctor and patient.

What are the L2 needs in each domain? These needs have been discussed earlier in terms of the different roles the nursing professional has to assume in carrying out the responsibilities of the position. These needs have to be supported, in the syllabus, with the appropriate lexical, semantic and cultural information in the health care context. These needs cannot be supported by simple phrase books; they need to be accommodated by having the nursing professional acquire a level of linguistic competency sufficient to meet communicative needs.

What interlanguage strategies -- codeswitching, loan translation and borrowing -- need to be acquired? In a word, all need to be acquired. Any syllabus for specific purposes should include the adaptation of natural linguistic mechanisms to achieve communicative competency. The three interlanguage

strategies cited are creative strategies that a majority of second language users employ. If the student is unaware of how to generalize about inventing or creating lexical items based on the information in a linguistic inventory, then it is incumbent upon the instructor to teach the strategies. A knowledge of the strategies is certainly helpful in eliminating bad guesses and in demonstrating to the other member of the communicative dyad that linguistic knowledge is not severely restricted.

What might a Spanish language syllabus for a nursing professional be composed of and might it be implemented? I believe we have now reached the point of conclusion through recapitulation. The syllabus has to be real and natural. It must take into account method and time for acquisition. It must include a modified grammar and an expanded, though specific, lexicon. It must also rely, in its method, on the teaching of creative linguistic strategies. And, above all, it must have measurable and achievable goals.

In conclusion, I might add that there is a certain amount of carryover from the specific context of health care delivery to other contexts such as business, marketing, accounting, and technology. The differences, as I see them, lie in the need for skill in reading, for an approximation to a more complete inventory of the grammar, and a more specialized lexicon. What may not occur in the other contexts is the intimacy and intensity often found in the nurse/patient domain.

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A REASSESSMENT OF MEDICAL SPANISH:
A NEED FOR A DEMAND OR A DEMAND FOR A NEED?

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A REASSESSMENT OF MEDICAL SPANISH: A NEED FOR A DEMAND OR A DEMAND
FOR A NEED?

Background

A deeply disturbing question faces us as educators: Is there a need for Spanish for Medical Personnel? My presentation today will begin with an historical perspective and then move into something more analytical. Abraham Lincoln once said, "If we could know where we are and whither we are tending, we might know what to do and how to do it."¹ And to know where we are and whither we are tending, we have to know from where we have come, especially if we want to offer some answers to the question "Medical Spanish: A need for a demand or a demand for a need?"

Let us briefly examine the history of foreign language study in the United States. The legacy of the colonial and Revolutionary periods included tolerance of diverse languages and no official selection of one language for use among the natives or of a linguistic norm to be attained by all immigrants. Separate community groups within the United States maintained their native languages in religious, educational, and economic institutions. Additional support came from newspapers and schools. Newspapers of this period abounded with ads placed by persons who would give instruction in foreign languages in their home or in the home of the pupil.² The majority of the people learning modern languages other than English during the eighteenth and early nineteenth centuries were self-instructed and interested primarily in acquiring reading knowledge of the language either for general information or specific career objectives.

The nineteenth century upheld a bilingual tradition in public and private schools, newspapers, and religious and social institutions. Only at the turn of this century did legal, political, and social forces oppose the maintenance

of languages other than English. The early part of the twentieth century put forth a monolingual English tradition as both natural and national. The fear that the U.S. would be fragmented into linguistic minorities seeking to establish their own separate states resulted in purging foreign languages completely.

In our grandparents' day, those who were educated in the United States studied foreign languages to discipline their mind. They were concerned with shoe-verbs, irregular subjunctives, and pronouns. No one was taught oral communication. Students studied foreign languages to be able to read world masterpieces in their original. The idea of communicating with foreigners, the thought of putting the words together and gathering information from someone whose mother tongue was not English, was unheard of! In fact, children of recently arrived immigrant families quickly Americanized themselves and quickly shed their foreign dialects.

During the early twentieth century it was commonly felt that immigrants should be motivated to abandon their native language and adopt English. There were numerous, futile attempts during the administrations of Presidents Cleveland, Taft, and Wilson to pass legislation to that end.

From the time of World War I through the 1940's it was considered truly un-American to SPEAK a foreign language. Xenophobia prevailed. Repressive measures were legislated against those who spoke German, Chinese, and Japanese. Because of increasing Mexican immigration into the Southwest during this period, laws were also passed which prohibited Spanish-speaking children from using their native language in school. How ironic it was that foreign languages were not seen as a tool for communication. Initially the U.S. Army had no one with the ability to interrogate prisoners, talk to the other Allies, and interpret intercepted radio messages.

During the Second World War, the U.S. Army established foreign language schools (known today as the Defense Language Institute), located primarily in Monterrey, California. Classes were intensive and the objective was "Teach to

interrogate and intercept." Problems arose when graduates were placed in the field. Although they had practiced the question *¿Cómo está usted?* and knew the response, *Muy bien, gracias*, they were unable to respond to a variation *¿Cómo le va?* The graduates then, had not really learned communication.

Gradually all vestiges of foreign language learning were wiped out until 1957, when the Russians sent up Sputnik. We Americans suddenly realized that we had much catching up to do. The NEA provided the dollars and America soon sparkled with enthusiasm for, and excitement about foreign language learning. Articles in the NEA and the MLA journals noted the various shifts of emphasis on reading, speaking, and writing foreign languages. Everyone was dedicated. Students were suddenly learning Spanish, German, French, or Russian. Schools offered classes not only in these "traditional" foreign languages, but also in some of the lesser known ones, such as Mandarin, Hebrew, and Swahili. We were preparing for global survival. Suddenly FLES became important, and companies were marketing all kinds of realia.

Something was not quite right with our teaching methods, however. During the seventies the "new, innovative" way to teach foreign languages was ALM. Many students studied their dialogues, memorized them, and received a string of A's in their language courses, and still were unable to communicate because they knew no grammar. A college acquaintance of mine, for example, was very enthused about Spanish. She convinced her parents to send her to summer school in Madrid. After all, she had received only A's in Spanish! Unfortunately, when she got to Madrid she was unable to communicate with her native-born instructors, had problems registering, and so, dropped out of summer school. She did enjoy her travels.

I, myself, encountered comprehension difficulties once when I was hospitalized in Mexico City. I was not a beginning language student. In fact, I possessed a PhD in the Pre-Lopean Religious Drama of Spain. I was overly qualified to explain literary allusions, symbolism, the use of assonantal rhyme versus consonantal rhyme, but basically at a loss to discuss many of the problems of everyday living.

Therefore, when the nurse asked me, that first morning after I had regained consciousness, "*¿Ya obraste?*," I responded rather angrily, "*No puedo porque estoy tan enferma que no puedo levantarme de la cama.*" She then laughed and rephrased her question, "*¿Ya hiciste caca?*" None of my years of study had equipped me to deal with figurative meanings or contemporary regionalisms. Mexicans use the verb *obrar* figuratively meaning "to move one's bowels." I spent the next ten days in that hospital before I was well enough to be transferred to a Chicago-area hospital. Every morning as that nurse made her rounds, she asked me the juvenile form of the question. It never occurred to her that I could have learned the idiom. She had already pegged me as a foreigner.

That experience caused me to examine my own values and ideas, as well as those presently held by our profession.

The responsibility of the American educational and other systems to the challenge of preparing citizens for effective coping in an interconnected world is woefully inadequate. Unless some major adjustments are made, the United States may well lack the basic human resources to steer through the next one hundred years. Educational institutions have an obligation to develop within students perceptual, emotional, cognitive, and social competencies that are necessary conditions of effective and responsible citizen participation in global society.³ We must upgrade our standards! Recent statistics indicate that nine out of ten Americans can speak, read, or effectively understand ONLY English. Only 17% of American students who have studied a foreign language can speak, read, or write that language easily, unless they have studied the language abroad.⁴ Moreover, we can not continue to ignore the practical workaday benefits of foreign language learning. What is needed are people who are competent in their respective fields, have conversational skills in their second language and, last but not least, possess a good grasp of the culture of that second language, both as it is imbedded in the language and as it manifests itself in peoples' conduct. We must teach our students to communicate in foreign languages, and thereby use foreign languages

as a means to other ends and not as ends themselves. Since people retain their ethnicity along with the ability to function within the dominant cultures in which they find themselves, we must teach our students about other cultures and personal values.

NEW APPROACH TO SPANISH

We need a new approach to the study and use of the Spanish language. I have been teaching this at major Chicago hospitals, a medical college and nursing schools, as well as at a traditional institution of higher education since 1977. The program is thoroughly up-to-date in its approach to linguistics and medicine. It developed in response to the need to assist non-Spanish-speaking medical personnel who must converse knowledgeably with Hispanic patients and co-workers.

The increasing need to communicate effectively with Mexicans, Puerto Ricans, Cubans, and other Hispanic groups in the greater metropolitan area of Chicago has reached critical proportions for many physicians, nurses, pharmacists, dentists, students training for careers in allied health, and other individuals who are involved in health care. Unhappily, these practitioners have until recently been unaware of their woeful lack of training in this vital area.

Chicago demographics

The 1980 Census counted more than 14.6 million people of "Spanish Origin" in the United States. Illinois has the fourth largest Spanish-speaking ethnic population, and Chicago has the nation's third largest Hispanic population, based on 1980 census figures.⁵ The Hispanic population is growing and dispersing at a rapid rate; yet, there is very little comprehensive data available in Chicago to assess needs. Moreover, due to this population growth, much of the 1980 U.S. Census data on Hispanos is out of date when it becomes available. Chicago's Hispanic population grew from 247,857 in 1970 to 422,061 in 1980.

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This figure accounts only for the number of legals. The addition of the *indocumentados* brings the figure to between 3/4 of a million and a million according to various estimates.⁶ For 1983 a population update prepared by the Latino Institute, showed about 526,000 Hispanos living in Chicago, over 100,000 more than were counted in the 1980 Census. This means that Chicago's population is 17 percent Hispano, an increase from 14 percent in 1980.⁷

To date virtually no extensive or scientific studies have been undertaken which deal with the Chicago area Hispanos, despite the great number of investigatory research done in Los Angeles, New York, and Miami. Yet, if current trends continue, within 16 years the racial and ethnic makeup of Illinois will change dramatically, and one-fourth of the Chicago population will be Hispano.⁸ According to a study by Leon F. Bouvier and Carey B. Davis ("The Future Racial Composition of the United States"), Illinois, California, Texas and New York will be the most significantly affected by racial and ethnic change. This is due to the fact that these four states already have large Hispanic populations and new immigrants will want to join those already here. At present the number of illegal immigrants entering the U.S. is between 1 million and 1.5 million a year.⁹

These immigrants will have a very drastic impact on the composition of American society for two reasons: their number and their birth rate. In the 1980 census, White non-Hispanic Americans had a birth rate of 1.7 children per couple. This rate will eventually produce a White population drop because it is below the replacement level. However, simultaneously the Black Americans exhibited a birth rate of 2.3 children per couple while Hispanos had a birth rate of 3 children per couple. This will increase the population of Blacks and Hispanos much faster than that of Whites.

At current immigration levels, the Hispanic population here will double from almost 15 million to 30 million by the year 2000. If immigration were to

increase, the percentage of Hispanos increases dramatically. Even at today's growth rate, Hispanos will soon become the largest ethnic block. If present rates continue, they will form the largest minority group in the U.S. by 2010.¹⁰

The Hispanic population of Chicago and other Illinois cities will double in the next 16 years at the current immigration rate. Today there are 636,000 (legal) Hispanos in the state, with a projected population of 1.3 million in 2000. We cannot expect to maintain a "status quo" society. The current and future demographic changes mark the onset of a new phase in American society, a "multi-cultural" society. Most physicians and other health care professionals are already or soon will be in daily contact with patients of Hispanic origin. Society now and in the early twenty-first century must change. While still predominantly English-speaking, it must tolerate and even accept other languages and cultures. We can no longer take the stand that there's no reason to make a special effort to get along with Hispanos. We can no longer uphold the attitude, "Let 'em learn English and American customs."

The need for Medical Spanish

At one time or another, the Hispanos will need the services of medical personnel. In addition, hospital staffs now include large percentages of foreign-born paraprofessionals and other personnel who speak English haltingly, or not at all. Health practitioners must be able to communicate with Hispanic co-workers, patients and their families in order to serve them effectively. Moreover, the number of Hispanic physicians is insufficient to provide proper medical care to the constantly growing Hispanic population. Additionally, there are many Hispanos who, despite their cultural bond with Hispanic physicians, assume that American-born and trained physicians are better.¹¹ In these cost-conscious times of global awareness, we must make an effort to equip English-speaking health-care practitioners and those students who are preparing

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for careers in the medical fields to meet this challenge.

The largest waves of immigrants to the U.S. since W.W.II have been composed of Spanish-speaking people--Mexicans on the west coast, Puerto Ricans and Cubans on the east. There is scarcely a major population center that does not now have a significant population of Hispanic workers. Moreover, Hispanos from the Caribbean and from Central and South America have brought with them a multiplicity of local vernaculars, thus adding to the complexities inherent in the language of the Mexicans, Puerto Ricans, and Cubans. The news media frequently emphasizes the Anglo physicians' inability to communicate with Spanish-speaking patients in need of medical assistance, and the lack of translators who can assist them. It has been noted that unless individuals came to this country to further their education and training, improving their ability to communicate in English may not be a high priority for them--even after many years have gone by.

Response to the need

In order to fill this void, Medical Spanish courses have come into being. Let me explain how I have been teaching the Medical Spanish courses that I have developed. At the elementary level these are basic Spanish language courses which have been geared to the participant who has little or no background in Spanish, but who wants to communicate more effectively on the job with the Hispanic community. All too often, people pursuing careers in medicine, though highly motivated, have had minimal exposure to language study. The emphasis in the program is on speaking to, and communicating with patients. In the classes Spanish-American Spanish as it is spoken in the Chicago metropolitan area is stressed. It is important that health care workers strive to establish verbal communication skills in Spanish since many Hispanic patients have a less-than-ideal ability to communicate in English. It is also well known that the language we used as children continues to be the language we use during times of stress and illness.

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The content of the courses may be adapted to the needs of a general practitioner or a specialist; to a nurse or a technician; to a pharmacist or a dietitian. Spanish is presented to reflect the needs of medical personnel. Pertinent themes such as the doctor-patient interview, nurse-relative and patient-technician relationships are treated in a situation-oriented format. The aim of the program is to have the students utilize Spanish promptly in the work setting. Vocabulary, grammar, and idioms have been chosen to meet the immediate needs of the health worker. Idiomatic expressions are introduced from the first lesson, and colloquial speech of the region is emphasized. Even among persons who speak Spanish, communication difficulties occur, depending on the country of origin (i.e., Puerto Rico, Mexico, and Spain), the region, the use of slang, the educational level and profession or occupation of the individuals. Specific knowledge of the regional and national variations is often needed to achieve maximal communication. An item, a disease, a body function may have different names in different countries, and confusion may occur. Then too, language used by physicians and nurses, bus drivers, attorneys, and farmers while they are practicing their specific occupations, is special and characterizes each as a member of a specific group. Those not familiar with such vocabulary will have to learn the specific language used to avoid comprehension difficulties. Health care practitioners speaking in Spanish to patients, must be careful to ascertain that the patient does understand the Spanish. Additionally, a large percent of the current Hispanic population now uses a mixture of English and Spanish, which requires a working ability in both languages to communicate with them.

The format on the beginning levels is one that should be familiar to people with medical backgrounds--that of taking the medical history and the physical examination. The emphasis is on obtaining a logical, intelligent, and sequential story of the development of a patient's illness. Only those questions necessary for developing a clear picture of the patient as a human being, ill and in need

of help, have been presented.

Grammar, nonetheless, is not sacrificed--it is synthesized. Pattern drills are provided for each language concept. Given enough practice, the patterns become automatic, making language learning much simpler.

On the elementary level the course includes role-playing and simulation of actual situations, from administering bedpans and blood tests to emergency birth techniques. On the intermediate and advanced levels a functional approach is also utilized. Crisis situations are presented in class which allow students the opportunity for creativity as they make up original dialogues. The materials presented coordinate all senses--sight, sound, and even touch--as the student handles different instruments necessary in his future or present occupation while simulating job procedures in the classroom. Debates on controversial topics such as the right to life, the use of alcohol and other drugs, the legalization of marijuana, and malpractice possibilities, make classtime exciting for upper level students. Themes utilizing topics such as problems of hypertension, substance abuse, diabetes mellitus, and good nutritional habits, some pressing medical problems among Hispanos, as well as brief research topics--medical contributions of selected, noteworthy Hispanos--constitute the written element on the intermediate and upper levels. Advanced students are asked to manipulate the grammar, changing dialogues to narratives, or substituting more complex structures such as subjunctive forms for simpler ones. Because the program focuses so directly on the communication needs, a high rate of proficiency is achieved despite frequently erratic schedules which often plague hospital staffs.

In addition to the ability to communicate with the Hispanic patient, the practitioner must be aware of certain cultural characteristics of the Hispanic family. Most ethnomedical researchers note that there is no single theory of disease common to all Hispanos, yet certain cultural attitudes about health and illness are peculiar to many of them. Education and acculturation have produced change in the medical beliefs held by many Spanish-speaking and Hispanic-American individuals.

However, modern ideas taught in school rarely are enough to dispel contrary parental teachings. For the health-care professional, knowledge of existing beliefs and practices in medicine is of utmost importance. Health-care professionals must realize that they do not identify the same health risks as all their patients. There are some areas of knowledge among patients that are commonly accepted by most people as health risks (smoking, rectal bleeding, changes in urinary habits). Some health risks are identified only by health-care professionals (routine douching, domestic cats and pregnant women, etc.). However, there are also health risks identified only by some patients (folk diseases such as *empacho*, *calda de la mollera*, and *susto*; myths and beliefs about blood disorders, and syndromes related to the hot and cold theory of disease).¹² Health-care professionals must learn about specific beliefs that may affect patients' understanding of medical problems and will affect compliance with therapeutic measures. An unsystematic collection of scraps of information may lead to an exaggerated respect for taboos and an underestimation of the importance of features of the society which may throw a medical program out of gear.¹³ Therefore, a cultural perspective is given during the class in which the Hispanic society and the function of the family, the situation of the Hispanic woman in the U.S., the use of *curanderos* and folk medicine, and other significant cultural developments are explored.

There are at least five significant differences that exist between the Anglo and Hispanic communities which medical practitioners do not usually understand. Awareness and sensitivity to these often subtle cultural differences may be the major determinant in the success or failure of effective medical treatment. First, to the Anglo, illness is an impersonal event caused by nonemotional, natural agents, such as germs. To the Hispano, however, illness is very personal and emotional. Illness relates to an individual's life, his community, his interpersonal relationships, and above all, to his Creator. Under these conditions illness is both a social and a biological fact.

Second, the typical health-care worker often fails to establish the close,

affective relationship with Hispanic patients, which is so characteristic of the *curandero*-client relationships. The most obvious explanation is the language barrier. A second reason has to do with the "clinical attitude" of most American physicians. Hispanos expect medicine to be practiced within the familiar context of their beliefs. They are more likely than Anglos to need and prefer a personal element at hospitals and clinics. To the Hispano, the openness, frankness, directness, and simplicity so highly valued by Anglos may seem blunt, rude, and disrespectful.

Third, Hispanic-Americans are highly sensitive to the authoritarian attitude that health-care personnel often assume. They do not accept the superiority of the physician over other people. In their culture it is the father and the family group who have the authority, not the doctor. Hispanos generally regard such "non-medical" aspects of life as jobs, use of leisure time, and child rearing, to be beyond the scope of the doctor.

Fourth, Hispanos generally value tact and diplomacy. When misunderstanding occurs between the health-care worker and the patient, many Spanish-speaking people will not voluntarily call attention to the misunderstanding. They are likely to answer leading questions in a way they think the health-care worker would like them answered. They are also likely to appear to agree to what is being asked of them, even when they disagree, and to state that they fully understand even when they do not.¹⁴ Consequently, the nodding and affirmative expressions among Hispanic patients are not necessarily associated with acceptance. Patients must be asked to repeat what they say they have understood. Also, health-care workers must communicate with these patients slowly and in simple terms, avoiding vague concepts and technical words that are meaningless to lay people in either English or Spanish.

Finally, there are also cultural differences toward time. In English the clock runs, while in Spanish *el reloj anda* (the clock walks). All of these differences, and many more must be taken into account when dealing with the Spanish-speaking.

Hospital survey

Not only health-care practitioners, but all employees and staff of hospitals, freestanding emergency room facilities, clinics, and other forms of outpatient-care facilities must be ready, willing, and able to meet the immediate needs of the non-English-speaking Hispanos who require both emergency medical care and routine health maintenance. In an attempt to ascertain how well the hospitals of the Chicago area were serving this important ethnic minority, I conducted a preliminary survey of 89 hospitals. To determine if and how hospitals serve their Spanish-speaking patients, personal letters were sent to both the President of the House Staff and to the Director of Staff Personnel at each institution. A total of 178 letters were sent out asking: 1) What percentage of your patients are non-English, Spanish-speaking? 2) Does your hospital offer courses in Spanish for Medical Personnel (referred to hereafter as SMP)? 3) What type of course is it? 4) Are you interested in providing your staff with the opportunity to enroll in such a course should one be established either at your hospital or at a convenient location, such as at a major university? 5) Would you be willing to provide funding / release time? A section for comments was also provided.

The institutions that received the questionnaire were selected primarily on the basis of 1) their proximity to "pockets" of large numbers of Spanish-speakers, and 2) their potential regard for, and interest in, so-called "service" or "community" oriented courses.

By the end of six weeks, 27 (14%) out of 178 had responded. Two questionnaires were returned to sender because the institution had closed. Of the 27 only 5 (19%) offered SMP courses. Eleven (41%) do not offer an SMP course of any type, nor do they have any plans to either establish one or assist their staff to attend one elsewhere in the near future. Although the remaining 11 (41%) do not offer an SMP course, they plan to do so sometime in the future, or at least assist their staff to attend one elsewhere.

A comment or two is in order concerning the number of hospitals that do NOT

offer an SMP nor have any plans to do so in the future. A few indicated that junior colleges in the area have offered such courses under the auspices of their Continuing Education or Extension Programs on a non-regular basis, and will presumably continue to offer them in the future.

Of the hospitals that do not currently offer SMP but plan to do so in the future, the Spanish-speaking patient population varies from 1% to 70%, with 25% being the average.

While recognizing the limitations of this preliminary survey and the low response rate, it is possible to discern certain characteristics of the health-care delivery system in the Chicago area. The proportion of patients in major Chicago hospitals who are non-English speaking, native Spanish-speakers is disturbingly low, far less than it should be. This indicates that the hospitals are not serving the Hispanic community well. Marketing people would call this "market share." Bluntly speaking, these people whose native language is Spanish are staying away in droves. There are several possible explanations for this phenomenon. One is purely economic. It is well established that low income people spend less on health-care than high income people. Spanish-speaking people fall into the former category. Most Hispanos have poor income, overcrowded housing, limited facilities and services, poor schooling, little contact with professionals, and inadequate role models. Then too, red tape and some of the problems of clinic functioning, such as inconvenient hours and large amounts of paper work, may interfere with their search for adequate medical attention. However, another possible explanation is that many major hospitals are perceived by Spanish-speaking potential patients as either unwilling or unable to cater to their needs. This perceived lack of performance can be attributed to two factors: the inability of hospital staffs to understand and talk rudimentary Spanish, and the lack of the staff's sensitivity to Hispanic behavior. The latter can take many forms, ranging from blatant rejection of existing customs and tastes to innocent insensitivity to the environment.

The so-called "two-step flow" of communications is well-known in the literature

of sociologists (see Katz and Lazarsfeld). It argues that information on vital issues flows from the information source through "thought leaders" to "thought followers." Unhappily for the hospitals that may want to generate a reputation for sensitivity to local needs, a poor reputation among only a few thought leaders can spoil the reputation for virtually an entire thought (or cultural) group.

The solution for the hospitals does not consist of simply trying to reach the influentials, in trying to convince them that "we care for you." Rather, it requires a sharp definition of the hospital's target-patient group. To the extent that hospitals are trying to maintain and increase income, increase the use of facilities and staff, and in general, to grow, such measures as share of market or trends in occupancy rates are important. Hospitals must measure the quality of their patient-hospital relationships. This is quite in keeping with an editorial in *Hospitals* that said that "hospitals can no longer assume they know what their communities need. They must conduct research on the needs of their constituencies."¹⁵ The American hospital industry is big business. More than 7,000 U.S. hospitals employed 3.2 million workers and expended over \$247 billion during 1981.¹⁶ Hospitals that do not respond to changes by broadening their mix of services and by developing more flexible distribution systems to bring in patients are likely to experience difficulties competing in the near future in the new health-care market. If hospitals must furnish a product--in this case, health-care--that is not only perceived as suited to the Spanish-speaking community, but is, in fact, making every effort to serve them. One vital aspect of this service is a staff that can meet the Hispanic community at least half way. Surely, this means a rudimentary understanding of the language AND the culture. Because of their specific immigrant-status, some Hispanos may even be afraid of the non-Spanish-speaking clinical staff and may consider them members of a governmental agency such as Immigration and Naturalization Service (INS). Many Hispanos, coming from rural areas and lacking the sophistication which being raised in an urban setting provides, have been used to using lay practitioners, lay midwives,

and *curanderos*. Here in the U.S. they often tend to solve their medical problems at home with the help of family members, friends, and neighbors rather than utilize an unfamiliar, "unfriendly" medical system.

It is not enough for Directos of Training to say, "We don't need training for our staff in Spanish because we don't have many Spanish-speaking patients." The answer to that is that the hospital will never have many Hispanic patients as long as it is seen as an inadequate solution to their health problems.

Hospitals and health-care practitioners must not ridicule the Spanish-speaking patients' attempts at self-diagnosis. Nothing is gained by ridiculing these beliefs, and conflicts between traditional folk practices and scientific modern medical practices can lead to the rejection of American health care. For example, harmless folk remedies should be allowed or overlooked. The patient who eats a daily garlic clove to reduce hypertension is in no danger, provided that he follows the measures prescribed by his treating physician. This may even increase his trust in Anglo medicine. Studies have shown that Hispanos living in the U.S. consult *curanderos* more commonly if their experience with Anglo medicine is unsatisfactory.¹⁷

Hispanos differ in their attitudes of acceptance and resignation to situations. Some researchers have characterized Latin Americans as passive endurers of stress who tend to avoid direct interpersonal conflict. The passive endurance of illness and stress is considered an Hispanic virtue, much to the exasperation of Anglo health-care workers dealing with the chronically sick Hispanos. The latter often "accept" their unpleasant medical problems by withdrawing from contact with those who could render medical service. Clearly, however, this does not apply to all, and still does not explain why hospitals are so underutilized. It is possible that, as costs for hospitalization have escalated beyond the average Hispanos' means, they have turned to outpatient care, at physicians' offices, clinics and other alternative health-care facilities. Both the lowered costs and the more personal element could be factors, as would be the ability to stay

within the family structure; this is a concept important in a culture which emphasizes family solidarity. It is most likely, also, that Hispanos opt for alternatives to hospitalization, alternatives that are more in keeping with their beliefs and culture. Since as many as 20% to 40% of all surgical procedures can be performed as outpatient surgery, many Hispanos may prefer this to traditional hospitalization. They come in the morning for surgery, spend the day recuperating in the facility--frequently with family and friends present--and go home in the evening.

When dealing with this segment of the population at least, the medical profession must seek to rid itself of its unapproachability, a characteristic that has been assiduously cultivated over the years.

Adequate health care is generally believed to be the right of all individuals in our society. Many problems are inherently attached to providing such care. Health marketers are in most cases already sensitive to the problems of the Hispanos and are trying to solve them. It is probable that the White middle class medical establishment is not well attuned to the needs of the Hispanos, many of whom are poor and disadvantaged. John Foster Dulles once said, "It is not possible to understand what is in the minds of other people without understanding their language..."¹⁸ Teaching them Medical Spanish, and thus enabling them to communicate not only linguistically, but culturally as well, is one step in bridging the gulf that exists between the medical and the Hispanic communities. The medical community will thereby maximize its effectiveness in providing adequate health-care for this segment of society. The Hispanic patient, who will then find the hospital and other health-care providers increasingly concerned with meeting Hispanic needs, will ultimately benefit the most.

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FOOTNOTES

1. Abraham Lincoln, *House Divided Speech*, Springfield, Illinois, June 16, 1858.
2. Pierre E. Chanover, "French Tutoring in Colonial New York," *French Review*, 49 (1976), pp. 883-888.
3. Lee Anderson, "International Responsibility of Higher Education" (paper presented at International Studies Conference, Northern Illinois University, September 28-29, 1978).
4. Report from the Illinois Task Force on Foreign Language and International Studies, June 11, 1979, p. 6 (xeroxed).
5. United States, Department of Commerce, Bureau of Census, *United States Census of Population: 1980, Vol. 1, Characteristics of the Population, Illinois*, PC80-1-B15 (Illinois): 152.
6. Data for 1970 were drawn from *United States Census of Population: 1970*, PC(2)-1C: 165. Caballero Spanish Media, quoted in *Chicago Sun-Times*, December 28, 1982. Also, John Quiñones, private interview held on January 1, 1981.
7. *LIDER*, July, 1983, No. 1, p. 1. There was an undercount or error resulting from the omission of households or persons in the Census count. The undercount has been greater for Hispanics than average for the rest of the U.S. population. In the *Los Angeles Times*, November 6, 1981, Barbara Bailar, the U.S. Census Bureau's Associate Director of Statistical Standards and Methodology, was quoted as saying that the 1980 Census missed 4.4 percent of the non-Black Hispanics.

The Chicago undercount is considered highest for persons of Mexican and Central American origin, moderate for Puerto Ricans and South Americans, and low for Cubans. Another reason for these population differences is the presence of undocumented immigrants.

One method of estimating Hispanic population was "linear," meaning that the 1970-80 difference was used to calculate an annual growth rate from 1970 to 1980. The other, "component analysis," involves a consideration of birth, death and migration rates as factors in population changes. What follows is a table which estimates the City of Chicago's Hispanic Population for 1983 by Undercount Assumptions and Methods, According to National Origin:

ORIGIN	LOW UNDERCOUNT		HIGH UNDERCOUNT	
	COMPONENT	LINEAR	COMPONENT	LINEAR
Mexican	312,284	326,612	324,619	337,079
Puerto Rican	118,681	128,575	119,630	129,002
Cuban	14,609	14,357	15,089	14,378
Central/ South American	66,096	55,943	68,707	58,184
	511,670	525,487	528,045	538,643

Taken from the *LIDER*, No. 2, Oct. 1983, p. 7.

The 1980 Census available for Chicago do NOT permit a breakdown of the Central and South American population. It can only be done for the State of Illinois. There were a total of 30,957 Central and South Americans, or 4.9 percent of the State's Hispanic population:

	Numbers	Percentage
Argentinean	1,054	3.4
Bolivian	840	2.7
Chilean	1,496	4.8
Colombian	6,154	19.9
Costa Rican	685	2.2
Dominican	1,184	3.8
Ecuadorian	4,647	15.0
Guatemalan	6,239	20.1
Honduran	2,256	7.3
Nicaraguan	584	1.9
Panamanian	1,178	3.8
Peruvian	2,489	8.0
Salvadoran	1,265	4.0
Uruguyan	224	0.8
Venezuelan	662	2.1
	30,957	99.8

Taken from U.S. Bureau of the Census, 1980, *Census of Population, General Population Characteristics*, PC80-1-B15; and *Ancestry of the Population by State: 1980. Supplementary Report*. PC80-21-10.

8.

Population Reference Bureau, *The Changing U.S. Population*, September, 1982. Also, *Hispanic Health Needs*. The City of Chicago Health System Agency, 1982.

9.

Population Reference Bureau, *loc. cit.* A conservative estimate done by La Luz (August-September, 1980) reports some 7.4 million "undocumented" Hispanic worker aliens, which brings the population calculation to 23.2 million U.S. Hispanos, or 10 percent of the total U.S. population.

10.

Leon F. Bouvier and Carey B. Davis, "The Future Racial Composition of the

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TOWARDS A BETTER UNDERSTANDING OF THE HISPANIC PATIENT:
TEACHING CULTURE TO THE HEALTH PROFESSIONAL

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Abstract

The Mexican-Americans living in the southwestern states still continue to observe practices similar to those brought back from the mother country by members of the older generation. Because of the extended family concept, the young learn from the old many of these beliefs although some variation in beliefs occurs with modernization. Medical practitioners who lack the ability to communicate in Spanish, who are unfamiliar with the folk medicine beliefs of the Hispanic patient or who regard these beliefs with total incredulity, are likely to be less successful in communicating with the Hispanic patient. Curriculum for the Spanish for the Health Professions classroom must be designed with an understanding that it is not enough to teach students phrases, such as ¿Tiene diabetes? ¿Alta presión? ¿Enfermedades congénitas?--but that students must also be taught about the patients' culture if they are to be successful practitioners. The purpose of this paper is to share information concerning some disease beliefs of the Mexican-American as well as to illustrate how we teach language and culture in Spanish for the Health Professions classroom at the University of Southern California.

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Towards a Better Understanding of the Hispanic Patient:
Teaching Culture to the Health Professional

An awareness of the cultural background of human beings is especially essential for professionals dealing with a heterogeneous population on a daily basis. The way people think, value, feel and do things is learned through participation in a sociocultural system. As the Mexican-American population is the largest and fastest growing ethnic group in the Los Angeles Metropolitan Area, this group has been chosen for the purposes of this study. Curriculum for the Spanish for the Health Professions classroom must be designed with an understanding that it is not enough to teach language, but that culture also must be taught as language responses are patterned by culture. Medical personnel constantly face serious problems when working with the Hispanic patient. Patients often do not return to the doctor because "he/she simply does not understand" or they do not take medications because they have medicinal herbs which can cure everything from a toothache to a strong abdominal pain. The information presented herein is based upon research done during my three years as a director and instructor of technical Spanish courses, observations of Hispanic patients, research done last summer in Mexico

City and neighboring towns, and on my personal experiences as a Hispanic.

Who is the Patient?

A Mexican-American patient and a patient from any other ethnic group both have the same biological needs when they contract a sickness. But the needs are met in different ways according to their customs, beliefs, social class and family structure. The doctor cannot treat a patient until he/she is aware of the beliefs that surround the biological sickness. A person in one culture may cure an ailment with an aspirin, while in another culture, the same ailment may be considered to be caused by the casting of a spell, and of necessity be referred to the local curandero (healer) for treatment with herbs. Different cultures encourage different responses to illness.

The Mexican-American cultural framework acknowledges two sources of illness, one natural and one supernatural. The natural source is treated by modern medicine and curanderos; the supernatural source is treated by curanderos alone (Trotter & Chavira, 1981).

Given this double perspective, any particular illness can come from either source. The person may have identical symptoms regardless of which source brought on the disease. The most important tool of the health care

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provider is his/her ability to communicate with patients. The ability becomes crucial in a setting where the patient and the health care provider have a different language and different cultural expectations. The success of the curandero lies precisely in the fact that he lives in the same social environment and knows the patient personally as well as the family. This personalistic approach is what often makes the local curandero more popular than many physicians in dealing with the Hispanic patient. It is to the advantage of health practitioners to seek exposure to the values and beliefs of the patient, if they wish to communicate with them effectively. Referring to the patient by his/her name and asking about the children or other family members is a good way to begin this approach. This approach makes the patient and not the illness the focal point of interest.

Linda C. Rose (1978) summarizes some of the Mexican-American core values with which health practitioners should be familiar:

- Respect for one's elders is the main organizing principle of the Mexican-American family.
- Health is generally conceived as a gift of God; when a person becomes ill, he is usually regarded as a passive, innocent victim of malevolent forces in his environment (Fuentes, 1972, p. 124). For example, when you ask a patient why he is in the

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hospital, he may respond 'porque Dios asi lo quiere' (because God so wills it). And when you ask him how long he will be in the hospital, he may once again reply, 'hasta que Dios quiera' (until God decides).

-Traditionally, men are conceived as stronger than women. The man is the head of the house and must be respected. A traditional value such as machismo (idealized conception of masculinity) may prevent a male from receiving treatment for a folk disease.

-Mexican-Americans view illness as either caused by a lack of balance in the parts of the body such as hot/cold imbalance or as caused by an upset in relations between the individual and his similar religious sphere (Madsen, 1969, p. 233). The aim of this course of treatment is not only to alleviate the sick person's symptoms but to correct the imbalance either in the body or in the social and religious sphere.

-The study of Mexican-American folk disease must emphasize the importance of the family in both diagnosing the illness and obtaining treatment for and curing the illness. The Mexican-American patient seldom, if ever, goes alone to the hospital to see the physician. The practitioner must seek family cooperation in helping patients respond to treatment.

Mexican-American Disease Beliefs

In surveying the literature on Mexican-American diseases and health beliefs, the three folk diseases which were most frequently quoted were: susto, empacho, and mal de ojo.

Susto, or "fright," is a prevalent folk disease which may occur when someone is expected to perform a specific but anxiety-causing behavior. Other causes or susto are: seeing something that is unexpected; receiving unexpected news; a sudden surprise, such as being frightened by an animal; terror; and danger. The symptoms are nervousness, weakness, pain and withdrawal from activities (Anderson, 1961, pp. 266-77). The disorder is cured by begging the soul to return, sweeping the victim with branches of a sweet pepper tree, or confession of the person's problems.

The following story was narrated to me by a curandero in Mexico City. A five-year-old child walked into his father's room and saw him having sexual relations with the maid. The boy developed susto and from it a very high fever that put him in bed for several days. He refused to eat, drink or talk to anyone. His sickness was, obviously, getting worse. The boy was taken to the local curandero by his mother. After many hours of working with the boy both physically (using holy water and saying special prayers in a very loud tone of voice) and mentally

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(talking to the patient and trying to find out the nature of his susto) the curandero was finally able to find out the cause of the boy's fright. The recommendations for solution of this family problem in the home were not revealed to me.

Empacho is a stomach disorder which may occur because an individual eats too much of certain foods, such as rice or potatoes. Other causes of empacho relate to emotional experiences, such as eating against one's will or disliking what is eaten. This disorder could be seen as a simple case of constipation; what is different for the Hispanic patient is the cure. Snapping the skin on the back between the ribs and the kidney, or giving a laxative such as castor oil or a medicinal herb, may be considered as the best cures.

Mal de ojo, or "casting the evil eye" is caused by adults who have a strong glance. The illness usually occurs in children. The person who causes mal de ojo does so involuntarily. Symptoms of this folk disease belief are severe headache, high fever, rashes, insomnia, and nervousness. The patient can be cured by prayers, magic, or rubbing with hens' eggs to cast the power of the stronger person out of the victim's body. Children wear bracelets or necklaces of pink coral as protection against mal de ojo.

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A man in Oaxaca, Mexico, had always made fun of the eldest son of a friend because he was known to be homosexual. When the man's wife had a baby boy, his friend, the father of the homosexual, came to pay a visit. When the newborn grew up, he too displayed homosexual tendencies. The man believed that his friend had cast an evil spell on the child when he was born. No practitioner was able to help either of the boys.

There are many cases such as this in the folk medicine literature.

Although Mexican-Americans still have greater faith in herbal medicines and curanderos than in modern medicine, the new assimilated Mexican-Americans' preference for modern medicine is clearly predominant (Holland, 1963).

Nevertheless, when relief is not found in scientific treatment, many patients still revert to herbal remedies and curanderos. The health practitioner cannot discard the fact that these disease beliefs exist among Hispanic patients, but must find ways of diagnosing and treating diseases by both forms of healing--medical and folk.

Technical Spanish Programs
at the Universities

Spanish language programs cannot be solely language-oriented. Students who take these courses in their second and third year of college may not have a need

to use the expressions learned for several years. It is when they are caught in a situation where they must learn the language quickly that they desperately look for "Survival Spanish" courses, to be able to meet their patient's immediate needs. Language learners are aware of how little they recall from their language classes taken several years past, as language must be practiced in everyday situations if it is to be learned effectively. Language instruction must, therefore, be complemented with a substantial cultural component if learning is to be meaningful. Readings that stimulate discussions about cross-cultural contrasts which students will remember even after several years of not using the language, promise to yield better results.

The following is a list of suggested topics to stimulate cross-cultural discussion:

- The role of the family; family practices.
- Cultural patterning of food habits.
- Sexual patterns across cultures.
- The role of the midwife in childbirth.
- Health practices in the Hispanic community.
- The role of the curandero in the Hispanic community.
- The use of medicinal herbs in healing.
- Cultural patterning of emotions.

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- Religious beliefs of the Hispanic patient and how these affect his decisions concerning himself and other family members.
- The importance of understanding the non-verbal communication of the Hispanic patient and possible cues of cross-cultural misunderstanding.

Assistant lecturers under my supervision have also found that teaching Spanish for the Professions in a cultural context improves the quality of instruction and assists students to become more proficient in their use of the Spanish language. Most of the material for our language classes is taken from the Spanish language edition of the Reader's Digest, the Encyclopedia Salvat de la Salud, reference books from Mexico, the Spanish newspaper, La Opinión and other materials translated or written for class purposes. Classes are also enriched with films such as The Life of María Sabina, the Healer, El Niño Fidencia [also a healer], Giving birth at home, Canasta de Cuentos Mexicanos, among others. Students are taken on field trips to local botanicas and to the border towns of Mexico, Rosarito and Tijuana--where they get a real cultural treat--or to Olvera Street, the closest and best approximation of a Mexican town in the city of Los Angeles. Community leaders visit our classes and talk to students on such topics as Nutritional Practices of the Hispanic Community, Hypertension among Hispanics, Folk disease.

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beliefs of the Hispanic community, Grass roots and their contributions to the field of modern medicine, and other related topics.

A better understanding of the patients' culture may become more important at a given moment than speaking the patient's language. After all, 65% of all communication is non-verbal. Also, there is a saying pointing out that "He that has not experienced another culture has not truly experienced his own."

Slide Show

To conclude this presentation, I have selected a short story (with a sample lesson based upon it) entitled "Y se fue..." by Monica Espinosa, a Mexican-American writer, to illustrate how we at U.S.C. teach culture in the Spanish Language classroom.

-A Mexican-American female, age 24, in the seventh month of pregnancy is presenting at twenty pounds overweight and with extreme swelling of both legs. She has strong pain at the slightest effort. The patient is seeing the doctor for the first time during this pregnancy to check on the health of her baby. She asks to be seen by a female doctor. She is called into the office by a Mexican nurse who is embarrassed but required to address her by her first name. The doctor sees the patient and says to her, "You are too fat, eating too many tortillas. And

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this is your seventh baby?" Jestling to the patient, "How many are you going to have? Are you trying to break a record or something?" (Smiling at her own joke.) "You must lose weight and take it easy. No strenuous movement." The doctor leaves suddenly without saying anything to the lady about the situation. The woman asks the nurse, "But how is my baby?"; but the nurse can't respond. The nurse quickly goes in search of the doctor and asks her about the patient's baby. The doctor responds, "Which one; she has six." "The one she's carrying," responds the nurse. "I don't know," answers the doctor. "She should have asked me while I was in the room. Tell her to come back next week." The nurse comes back to the exam room, but the patient is gone.

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Sample Lesson

"Y se fue..."

by Mónica Espinosa

Students are assigned the story for home reading. They are given a short vocabulary list and asked to find each word in the dictionary and to define these words by the context of the story. The instructor begins the class by doing some vocabulary exercises based on the reading. The story is then discussed using the approach selected for the day: open class discussion, small group discussion, acting out a skit, or other. The students are then given cultural interpretation questions or assigned a composition to write either in class or as homework.

Partial Vocabulary List:Nouns

aflicción
frialdad
regla
hinchazón
recelo
patrona
embarazada

Verbs

girar
revisar
avanzar
repudiar
rogar
temblar
ensanchar
perjudicar

Adjectives/Adverbs

apuradamente
repentinamente
cómodo
fingida

Expressions:

Tome asiento, por favor.

No tengo otros problemas, salvo el problema de la salud de de mi hijo.

La doctora tenía esa usual sonrisa de estaño.

La paciente tiene que ponerse a dieta.

I. Vocabulary Exercises.

A. Match the words in Column A with the best synonym in Column B.

<u>A</u>	<u>B</u>
_____ revisar	1. jefe
_____ hinchasón	2. indiferencia
_____ trasladarse	3. inquirir
_____ ensanchar	4. agrandar
_____ patrón	5. examinar
_____ reliajar	6. encinta
_____ aguantar	7. moverse
_____ frialdad	8. tolerar
_____ preguntar	9. perjudicar
_____ embarazada	10. inflamación
	11. adelgazar
	12. avergonzada

B. Write sentences using each of the following expressions:

1. Espéreme un tantito....
2. Vengo enseguida pues....
3. Tiene que apresurarse ya que....
4. Se traslado rapidamente porque....
5. Noto la hora mecanicamente y....

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II. Answer the following questions:

1. ¿Por qué se averguenza la enfermera de haber llamado a la paciente por su primer nombre?
2. ¿Qué errores culturales cometió la doctora en su trato con la paciente?
3. ¿Qué sabemos de la mujer hispana después de leer este consultorio?
4. ¿Por qué se fue la paciente? ¿Volverá ésta al consultorio?

III. Discuss the cultural implications of the following situations:

1. The patient feels embarrassed when responding to questions like, ¿Siente usted dolor al tener relaciones sexuales con su marido? (Do you feel pain when you are having intercourse with your husband?); ¿Has tenido algún aborto? (Have you had any abortions?)
2. Women always want to see a female doctor no matter if she does not speak their language or is unfamiliar with the patient's culture.
3. Neither the male nor the female doctor present knew Spanish. They claimed that it was nice to listen to but that they had no time to learn it.
4. The doctor says nothing to the patient about the baby. The patient leaves before the nurse returns.

IV. Composition

Discuss the problems encountered by the Hispanic patient who comes from a small town into a big city like Los Angeles and has to be treated at the big city hospital.

Discuss the importance of culture in curing.

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And She Was Gone

Monica Espinosa

She went over the list of the patients one last time. Soon it would be time to start calling them. The doctors would be asking for the charts when they arrived. Martínez... seven months pregnant; Smith... infection in the left eye; Salazar... cough and lung infection; García... injured foot from a fall in the lettuce field, etc., etc. She turned to the clock and noted the hour mechanically. There wasn't much time left.

She called the first name, "Estela."

A pregnant woman rose and approached the desk. She looked at the woman and felt a flush of shame at not having addressed her as Señora, at not having observed the minimal traditions of courtesy. The first day she had automatically called out all the patients by their surnames until she was reprimanded by one of the doctors, "We never use any last names here. It is a question of privacy, you know. Besides, it's easier for us in the long run. These Mexicans have so many names that you don't even know where to begin. Hey, you're Mexican, so I guess you understand about those things, huh?"

She stood up quickly and moved to help the woman who was walking with a great deal of difficulty.

"Buenas tardes, Señora. ¿Cómo está? Please sit down. There, comfortable?"

"Bueno, Señora. I need to ask you these questions so that I can give the doctor some information about you. That way he'll already have an idea about your case when it's time for him to examine you. O.K.?"

She began asking the questions which so often disturbed her. Her embarrassment and the formality she used to cover it gave her an appearance of coldness.

"Your age, please. How many pregnancies have you had? Any abortions? What was the date of your last period? Do you experience any pain during intercourse? Are you having any unusual problems with this pregnancy?"

--age: 24 years; seventh pregnancy, seventh month; 20 lbs. overweight; extreme swelling of both legs. Acute pain at the slightest exertion.

And She Was Gone

"O.K., Señora, that's all for right now. The doctor will be seeing you in a few minutes."

"You'd rather see a woman doctor? Fine, no problem."

No, no problem--except the doctor herself. It was always the same story. The women never wanted to be examined by the male doctor--they would beg to be seen by the woman doctor. Until they actually knew her. They would have been better off with him.

She would have to hurry up with the rest of the screening. The doctors would be needing her to help them communicate with the patients. Neither one of them spoke Spanish. They said it was very pretty to listen to but that they didn't have time to learn it.

She spent another half-hour screening the remaining patients, then crossed over to the examining rooms. The young pregnant woman sat waiting in one of the rooms. She was making an effort to remain composed and unruffled, but nevertheless her hands were trembling noticeably. Her large almond eyes widened as the door opened. She smiled nervously at the entrance of the two women.

The doctor greeted her with that tinny smile so wellknown in the clinic and shouted at her, "Buenos tardes. ¿Cómo estás?"

She always shouted at the Mexican patients. She seemed to think that if they could hear her properly, then they should have no trouble understanding what she said.

She began to examine the patient. She frowned in disapproval at the sight of the grotesquely swollen legs.

Impatiently she shouted, "You're too fat! That's your problem. Too fat! How do you say it? Gorda! That's it. Gorda. Too many tortillas. Too much frijoles." She barked, "Make her understand." Trying to overcome her own embarrassment, she lowered her voice as she turned to translate the doctor's words. "The doctor says that your weight excess is very dangerous to your health. It is the reason that your legs are so swollen."

The doctor went on, "I see this is her seventh pregnancy in as many years. How long does she think she can keep this up?" Raising her voice, "How many are you aiming to have? You trying to break a record or something?" She laughed at her own joke.

"Is that all, señorita? Can't the doctor give me anything for my legs?"

"She wants to know if you can prescribe something for her legs."

And She Was Gone

"I told her already--lose weight. That and take it easy. No strenuous movement. She's probably in the house all day anyway with all those kids. Look, as soon as you finish explaining that to her, I need you to come next door and translate for that old woman with the cough."

She walked out abruptly.

The two women stood staring at one another until the aide recovered her voice and asked the patient, "Can you put yourself on a diet, avoid strenuous exercise, and stay at home? That's what the doctor recommends." The other stared as if she didn't quite comprehend, then replied, "If I don't clean my lady's house, none of my children will eat. I can see that I'll just have to put up with the leg pains. But, please, tell me, how is my baby?" Belatedly she realized that the doctor had said nothing about the woman's pregnancy. She didn't know what to answer. "Wait for me just a moment, please," she stammered, "I'll be right back."

She sought out the doctor. "She wants to know how her baby is."

"Which one? She has six."

"The one she's carrying."

"Oh, I don't know. She should have asked me that while I was still in there. Tell her to come back next week and we'll look at her then."

She went back to the room and found it empty.

Y se fue. . .

Mónica Espinosa

Volvió a revisar la lista de los pacientes. Habría que empezar a llamarles dentro de poco. Al llegar los doctores pedirían los resúmenes de las aflicciones de los enfermos. Martínez. . . embarazo, siete meses; pulmonar; Salazar. . . herida en el pie debida a una caída en el fil, etc., etc. Giró hacia el reloj y notó la hora mecánicamente. Quedaba poco tiempo.

Llamó--Estela.

Avanzó una mujer embarazada. Le miró y sintió vergüenza de no haberle tratado siquiera de Señora. El primer día les había llamado a los enfermos por el apellido hasta que le repudió la doctora,

--Aquí no se utiliza nunca el apellido. Se trata de la privacidad de ellos, sabes. Además, nos resulta más fácil a nosotros, también. Esos mexicanos tienen tantos apellidos que uno ni sabe por dónde empezar. Bueno, tú has de comprender, ¿verdad?, siendo mexicana.

Se levantó apuradamente para ayudarle a la mujer. Caminaba con mucha dificultad.

--Buenas tardes, señora. ¿Cómo está? Tome asiento, por favor. ¿Ya está cómoda? Bueno, señora. Le tengo que hacer unas preguntas para darle un informe sobre usted al médico. De modo que ya sepa algo de su caso cuando le toque examinarle. ¿Está bien?

Empezó con las preguntas que a menudo le resultaban tan difíciles. Su vergüenza le dio una frialdad fingida.

-- ¿Qué edad tiene usted? ¿Cuántos embarazos ha tenido? ¿No se ha hecho abortar nunca? ¿Cuál fue la fecha de su última regla? ¿Siente usted dolor al tener relaciones con su esposo? ¿Tiene usted algún problema fuera de lo normal con este embarazo?

----edad: 24 años; séptimo embarazo, séptimo mes; sobrepeso de veinte libras; hinchazón extrema de ambas piernas. Dolores agudos al hacer el menor esfuerzo.

Y se fue...

--Bueno, señora, es todo por el momento. Dentro de un rato le atenderá el doctor. ¿Prefiere ir con la doctora? Está bien. No hay ningún problema.

--no. Ningún problema---salvo el de la doctora misma. Siempre resultaba igual. Las mujeres no querían ir con el doctor---rogaban que les atendiera la doctora. Hasta conocerle. Mejor se hubieran ido con él.

Tendría que apurarse en las otras entrevistas. Los doctores le iban a necesitar para comunicarse con los pacientes. Ni él ni ella sabían español. Decían que era bonito escucharlo pero no tenían tiempo para aprenderlo.

Pasó una media hora más entrevistando a los demás pacientes. Al terminar con los resúmenes se trasladó a los cuartos de exámenes. En uno de los cuartos ya esperaba la joven señora embarazada. Trataba de mantenerse quieta y tranquila, pero se notaba que le temblaban las manos. Sus grandes ojos negros y almendrados se ensancharon aún más al ver abrirse la puerta. Sonreía nerviosamente al ver entrar a las dos mujeres.

La doctora le dio esa sonrisa de estaño tan conocida en la clínica y le gritó,

--BUEYNOS TARDES. ¿COMA ESTAS?

Siempre les gritaba a los pacientes mexicanos. Tenía la idea de que si le oían bien, no tendrían ningún problema en comprenderle.

Empezó a examinarle a la paciente. Al ver las piernas grotescas frunció las cejas con desaprobación.

De nuevo le gritó --YOU'RE TOO FAT! THAT'S YOUR PROBLEM. TOO FAT! HOW DO YOU SAY IT? GORDA! THAT'S IT. GORDA. TOO MANY TORTILLAS. TOO MUCH FRIJOLES.--Agregó con impaciencia--Make her understand.

Trató de superar el recelo que tenía y habló en voz baja. --Dice la doctora que el sobrepeso que usted lleva le perjudica la salud. Es necesario que se ponga a dieta y que adelgace. Parece que es a causa del sobrepeso que se le hinchan las piernas.

Siguió la doctora--I see this is her seventh pregnancy in as many years. How long does she think she can keep this up? --Alzó la voz, --HOW MANY ARE YOU AIMING TO HAVE? YOU TRYING TO BREAK A RECORD OR SOMETHING? --Se reía, satisfecha de su propio chiste.

--Entonces, ¿es todo, señorita? ¿La doctora no me puede dar nada para las piernas?

--She wants to know if you can prescribe something for her legs.

Y se fue. . .

--I told her already--lose weight. That and take it easy. No strenuous movement. She's probably in the house all day anyway with all those kids. Look, as soon as you finish explaining that to her, I need you to come next door and translate for that old woman with the cough.

Salió repentinamente sin despedirse de la mujer.

Las dos se quedaron mirándose unos segundos hasta que la ayudante encontró voz y le preguntó a la paciente-- ¿Puede usted ponerse a dieta, dejar de hacer esfuerzos, y quedarse en casa? Es lo que recomienda la doctora.

La otra le miraba un minuto como si no le comprendiera, luego contestó:

--Si no voy a limpiar la casa de mi patrona, ninguno de mis hijos podrá comer. Veo que tendré que aguantar el dolor de las piernas. Pero, por favor, dígame, ¿cómo está mi beibi?

La ayudante se dio cuenta que la doctora no había dicho nada del embarazo de la mujer. No sabía qué contestarle. Le pidió:

--Espéreme tantito, por favor. Ya vengo en seguida.

Buscó a la doctora.

--She wants to know how her baby is.

--Which one? She has six.

--The one she's carrying.

--Oh, I don't know. She should have asked me that while I was still in there. Tell her to come back next week and we'll look at her then.

Volvió al cuarto y vio que no había nadie.

THE HISPANIC COMMUNITY AS A RESOURCE
IN LANGUAGE/CULTURE TRAINING PROGRAMS FOR PROFESSIONALS

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**THE HISPANIC COMMUNITY AS A RESOURCE IN
LANGUAGE/CULTURE TRAINING PROGRAMS FOR PROFESSIONALS**

The emphasis on Foreign Languages for Special Purposes is a dramatic departure from the more traditional objectives for language teaching in high schools and colleges in the United States. Those involved in the teaching of such courses are to be commended for venturing into this new territory, often with little prior training for the complex task they have undertaken. Unfortunately, most language teachers who become involved in the teaching and development of Foreign Languages for Business and the Professions are woefully deficient in the knowledge of:

- 1) the occupational needs of the professional groups they are teaching;
- 2) the vocabulary and structures most commonly used by native-speakers in specific occupational contexts;
- 3) the culturally-determined values, beliefs, attitudes, behaviors, and expectations non-English speakers bring with them to the Anglo professional environment.

The most valid objective for training English-speaking professionals in the target language and culture is to achieve what can be termed "cross-cultural communication competency". Language

training without a cultural dimension is incomplete at any time, but particularly when applied to a specific vocational need. While it is important to learn specific vocabulary and grammatical structures useful to interviewing, describing, giving instructions, diagnosing, and prescribing, the success of the communication process is largely dependent on the degree that the same assumptions and expectations are shared by the provider of services and the client. More than fifty percent of all communication is nonverbal. For the most part, the nonverbal cues we send are specific to the culture in which we were raised. These non-linguistic messages are often subject to misinterpretation when sent across cultural boundaries.

In addition, professionals must often communicate with speakers of other languages during times of crisis, serious illness, and other emotionally stressful times. If they have been taught exclusively to focus on verbal exchanges without training in the cultural values and behaviors that underly the use of the target language, they are prone to making grave mistakes in judgment and interpretation that can have dire consequences. Ironically, the more fluency one demonstrates in a foreign language, the more that native speakers of that language expect "fluency" in culturally-determined behaviors. Cultural blunders are more easily excused for those whose language fluency is limited than for those who demonstrate linguistic proficiency in a second language.

Cross-cultural communication competency implies both linguistic and cultural fluency. Linguistic competency is the ability to produce messages that are understandable to native speakers of the language as well as to comprehend messages sent by a native speaker of that language. This competency may center in speaking and listening skills and/or reading and writing capabilities. Cultural competency is more complex. It implies six distinguishable skills:

1. The ability to produce contextually appropriate messages.
2. The ability to use and understand, together and separately, other codes that have meaning, for example, facial and hand gestures, head movements, eye contact, tone of voice, and other indicators of attitude.
3. The ability to express oneself at various levels of language appropriate to a given situation.
4. The ability to use and understand spoken messages with their appropriate cultural connotation.
5. The awareness of relevant culturally-determined "subconscious" attitudes, beliefs, expectations, behaviors, and norms that are taken for granted by speakers of the target language.

6. The awareness of relevant anthropological, sociological and historical data that define, describe, and prescribe aspects of daily life in the target culture.

Much research has been focused on teaching foreign languages for linguistic competency. Little, however, has been carried out regarding how to train students to achieve cultural competency. While it is important to incorporate cultural awareness into the foreign language classroom, "teaching" culture, even with such experiential techniques as role-playing, leaves much to be desired. In the area of languages for the professions, where the principal objective is to train individuals to work with members of the target language community, it seems only too obvious that the community itself is an educational resource beyond compare.

Taking full advantage of the target language community as a language teaching and cultural awareness resource requires several key ingredients:

1. A reliance on local agencies and community leaders who can act as liaisons with the community.
2. A sensitivity to the needs of the community so that there is reciprocity in the exchange and not "academic ripoff."

3. A well-structured and tightly-integrated language teaching and cultural awareness curriculum.
4. Adequate orientation for both community members and students who participate in the program.
5. Teachers who are familiar and comfortable with the target culture and able to facilitate discussions regarding the emotional process that cross-cultural contact entails.
6. Open lines of communication between members of the community, students, organizers and teachers of the program in order to resolve any conflicts that arise.

In attempting to define the objectives of language/culture curriculum in which the target community plays the role of educational resource, it is essential that the needs and the concerns of that community be taken into account. The following discussion of the intensive Medical Spanish Language - Cultural Immersion Summer Program jointly sponsored by the University of Connecticut Medical School's Center for International Community Health Studies and the Hispanic Health Council of Hartford, Ct. highlights the importance of community input in designing such a program for professionals providing services to the community.

In Hartford, with a 30% Hispanic population (of which 90% is Puerto Rican), the Hispanic professional staff of local hospitals and clinics is less than 1%. To compound the situation, several studies show that 53% of the Hispanic population of Hartford is monolingual Spanish-speaking. Obviously, the English-speaking professional staff has problems in understanding their Hispanic clients. In addition, the language and cultural barriers make it difficult for Hispanics to receive adequate health care. In some departments of local hospitals and clinics, interpreters are utilized as communication brokers. This stopgap measure is viewed as inadequate by both patients and health care providers who complain of losing critical information by not being able to communicate directly. In addition, interpreters do not have professional status in the clinics and are often unable to provide any advocacy for the patients or assistance in gaining access for them to necessary resources.

In light of the above situation, the Hispanic community in Hartford views the language and cultural training of English-speaking professionals as both a necessity and a source of concern. The necessity is implicit in the inadequacy of patient-provider communication described above. In addition, there are many cultural beliefs and behaviors held by Hispanics that can have a direct impact on health care practices in the community. Folk remedies, alternative sources of health care such as

espiritismo, attitudes toward authority, male-female role expectations, culturally-approved coping mechanisms such as the ataque de nervios, which can be misdiagnosed and mistreated by uninformed Anglo health practitioners, are but a few examples of the need for cultural awareness training on the part of Anglo professionals providing services to the Hispanic community. A commitment to linguistic fluency without cultural awareness is seen as inadequate by advocates of better health care services to Spanish-speaking clients in Hartford.

But even the most effective language and cultural training of Anglo professionals raises a concern for many Hispanics. The disproportionate number of Hispanic professionals when compared to the total percentage of Hispanic residents in Hartford is, unfortunately, typical of many areas of the country. The concern, consequently, centers in the fear that training Anglo professionals to speak Spanish will prevent health care facilities from actively recruiting Hispanic health care professionals or encouraging their admittance to existing professional schools and programs. From this community perspective, Anglo professionals who become fluent in language and cultural awareness can become a threat to the long-term community goals, unless through such training they become more sensitive to this sociological and political reality. Knowledge of the history of linguistic minority groups in the United States and the socioeconomic

barriers that have kept members of this group from equal access to professional training is an important component of cultural awareness programs. As Anglo professionals learn more about cultural differences and their effect on the delivery of health care services, the more they will become aware of their own inadequacies in providing all services needed by their Spanish-speaking clientele due to the differences in culturally-determined attitudes and beliefs. From this level of cultural awareness, Anglo professionals can become the best advocates for increasing the number of staff professionals who share the same cultural background as the clients seeking services. The elimination of political and sociological realities of Hispanic groups in the U.S. from the training of Anglo professionals in linguistic skills and cultural awareness can be viewed as more of a disservice to the real needs of the Hispanic community.

In light of this community perspective, the UCONN Health Center sponsored its six-week intensive Spanish language Hispanic Cultural immersion Program with the cooperation of the Hispanic Health Council, a local agency in Hartford dedicated to researching the delivery of health care to Hispanics and advocating for improved services to this group. The course was designed for students with at least one year of prior language training in Spanish. Enrollment was limited to fifteen. The students included both medical students and practicing health care practitioners in the City of Hartford.

The objectives of course were defined according to language and cultural needs. They were:

A. LANGUAGE OBJECTIVES

1. To increase students' speaking and listening skills in Spanish within the medical context, with special emphasis on Puerto Rican dialectal variations.
2. To develop students' interviewing skills in Spanish, with special emphasis on taking medical histories, ascertaining symptoms, making diagnoses and giving recommendations.
3. To increase students' knowledge of the structures of the Spanish language that affect the communication process.
4. To learn relevant vocabulary, including idiomatic and slang expressions used in a medical context by Puerto Rican clients.
5. To integrate appropriate extralinguistic behaviors (non-verbal communication, culturally-appropriate words and expressions, etc.) into the language learning process.

B. Cultural Objectives

1. To familiarize students with relevant historical data regarding Puerto Rico and the migration of Puerto Ricans to Connecticut.
2. To provide students with insights into culturally-determined attitudes, behaviors, and beliefs regarding health and health-care issues that may affect the delivery of services to Puerto Rican clients.
3. To acquaint students with the various resources available within the Puerto Rican community in Hartford that may be used in conjunction with more traditional health care services.
4. To offer students the opportunity to interact on a regular basis with a Puerto Rican family in order both to practice their language skills and to learn more about Puerto Rican culture in an inductive, experiential way.
5. To assist students in understanding their own personal development as they gain more experience in cross-cultural communication with Puerto Ricans living in Hartford.

The program consisted of three two-and-one-half hour sessions three evening per week. In addition, each student spent a minimum of three hours per week visiting an Hispanic family living in the community. The language teaching was conducted by a member of the University's Department of Modern and Classical Languages who had worked extensively in the development and teaching of Spanish language programs for English-speaking professionals. Language sessions were held twice each week, with cultural awareness scheduled for the third night of class. The cultural segments, which included films, readings, and role-playing activities, were presented by staff members of the Hispanic Health Council. The syllabus was designed so that students were taught vocabulary and structures relevant to the cultural segments and the topics to be discussed in the weekly family visits.

A staff member of the Hispanic Health Council was responsible for selecting the families and matching them with students according to interest questionnaires that each had filled out. Care was taken to match families with students who shared compatible goals and interests to lessen the risk of personality clashes and lack of common ground.

Both families and students were given an orientation program where the objectives of the program were explained. In addition,

each group was given some cultural awareness training regarding those differences which can be easily misunderstood, for example the Anglo's frankness, the Hispanic's reticence to discuss personal details with strangers, etc. Students, in particular, were provided with specific guidelines to use while interviewing families that emphasized respect for the individual and his or her family, one of the most important cultural factors that affect establishing rapport in Spanish-speaking cultures.

At the end of each cultural evening, time was allotted for the students to discuss the events of their weekly visit with their Hispanic families. These sessions were coordinated by both the language instructor (an Anglo) and the Puerto Rican staff member of the Hispanic Health Council who had matched students and families. This weekly segment was conducted as an open forum where students were encouraged to discuss what they had observed during their family visits, what feelings and reactions they had experienced, how they interpreted what had happened and how they had coped with difficulties. The facilitators encouraged the discussion in a nonjudgmental environment, so that students would feel comfortable in expressing negative feelings and problems they experienced. Group process was used to devise ways of dealing with these feelings and define possible strategies for coping with them.

The following outline of the six-week syllabus shows how the cultural background information, language instruction, and the community component were integrated:

Week I - Language: Occupations; family members

Culture Presentation: History of Puerto Rico

Family: What does it mean to be Puerto Rican?

Week II - Language: Hospitalization, parts of body,
personal and household articles

Cultural Presentation: Puerto Rican migration to
Connecticut

Family: Family migration history

Week III - Language: Food, drink, and illness symptoms

Cultural Presentation: Culturally-determined be-
liefs regarding health maintenance and care

Family: What families do to stay healthy

Week IV - Language: Clinical Histories, Medicines,

Cultural Presentation: Health Care Delivery to
Ricans living in Hartford

Family: Family medical history

Week V - Language: Instructions to patient, tests,
treatments;

Cultural Presentation: Community Resources in
Hartford (guided visit to
the Park Street area)

Family: What is the Puerto Rican Community
in Hartford like?

Week VI - Language: Operations and emergencies

Cultural Presentation: Party with Puerto Rican
food and music for students and families

Family: Diversions and recreation in the Puerto
Rican culture.

Results

Although the design of the program was not based on a scientific research model designed for a quantitative evaluation, interviews with organizers and teachers and questionnaires filled out by students and families who participated in the program indicate that it was a success for all concerned. The family cultural immersion segment of the course allowed students and families to enter each other's world as people rather than as providers and seekers of health care services. Even students who

had had a great deal of contact with Spanish-speakers in the professional context experienced heightened understanding of the latters' total lifestyle, which is particularly important to offering appropriate health care treatment. The interaction was centered in peer relationships, so that the students were not hindered (or protected) by their authority roles. Similarly, families became sources of information rather than seekers of services. In some ways, the experience became one of role-reversal, where Anglo students were the minority members in a foreign culture.

Much of the success of the family placement component was due to the excellent matching of students and families by the staff member of the Hispanic Health Council who knew both groups well. All students and families who participated indicated that it had been a positive experience for them. Comments regarding the experience include:

. "She (the student) knows that she now has a friend in the Puerto Rican community and I know that I have a friend in the health care system." (Puerto Rican wife and mother of two small children who is studying to become a surgical technician).

"The student placed with us expressed an interest in learning regionalisms and street language used by Puerto Ricans living in

Hartford. Also, she was interested in learning about politics and social history. Since I am very interested in music, I shared with her music from various areas of the Caribbean, which she thoroughly seemed to enjoy." (Puerto Rican male head of household)

"...(this Puerto Rican) couple with their six children extended their hospitality and warmth for a few hours each week, and each one of them was involved in their role as a teacher. ...Speaking to family members who knew no English was a great incentive to explore new vocabulary and demanded a different investment of self into speaking Spanish than (does) talking with classmates." (Nurse-practitioner at a local pediatric clinic).

"It (the program) gave me first-hand knowledge of what it must be like to be a language minority -- my inexperience with Spanish was comparable to the inexperience with English many Puerto Ricans face on arrival to the Mainland. It also achieved its goal, showing me the extended family structure and the community support for those that are sick or down on their luck. This was an invaluable part of the entire program." (Second-year medical student).

What better way to learn language in its truest sense than while sitting in a building in the middle of the Puerto Rican

community with the windows open, hearing passing conversations and Hispanic music? Often the language exercises for the evening revolved around what was seen and heard outside. Cultural presentations were given by different community members and provoked conversations ranging from politics and history to health and nutrition. Closely looking at the Puerto Rican culture naturally led to a closer examination of my own cultural values from a different perspective." (Practicing visiting nurse).

From the linguistic perspective, the combined language experience of classroom instruction and community immersion proved to be an unbeatable team. The opportunity to practice vocabulary and structures in the "living laboratory" of the family unit gave students many more practice opportunities in both listening and speaking than any pre-packaged tape program could provide. In addition, students were exposed to regional variations regarding pronunciation, vocabulary, and structural usage that differ from the "standard" Spanish experience presented in textbooks. They also were able to observe and interpret nonlinguistic ways of communicating particular to the Puerto Rican culture. The classroom focus became the center for guidance and explanation prior to the weekly family experience and the place for discussion, analysis, and synthesis after the family visit. Questions regarding usage, meaning, nonverbal communication and

regional variations were discussed in class in an open, non-judgmental linguistic "descriptive" approach to language, i.e., emphasizing that what is used to communicate is valid language, as opposed to the "prescriptive" approach that views only standard language as acceptable.

From the cultural perspective, the needs and concerns of the Hispanic community to a large extent determined the focus and content of this segment of the course. Hispanics were involved in all aspects of the curriculum, in planning, implementing, teaching, and evaluating the program. The Hispanic community was the site of the learning process, since the Hispanic Health Council donated the use of one of their classrooms. Hispanic staff members conducted the cultural presentations, including a tour of the Spanish-speaking community, which offers an abundance of resources in its stores and restaurants, schools, churches and espiritismo (spiritual) centers, social service agencies, and homes for its residents. Familiarization with these resources afforded students added access to linguistic and cultural exchanges and experiences on both a personal and professional level.

From the community perspective, its most significant resource are the Hispanic families who live there. Those chosen for the program reflected the diversity that typifies families living in

the community. These included single-parent households, more traditional two-parent families, extended and nuclear family units, childless couples as well as families with a large number of children. The families chosen also reflected the range of English-speaking ability, from nonexistent or very limited, to true bilingualism in Spanish and English. The degree of assimilation to the Anglo culture also varied among the participating families. In addition, the heads of households included Puerto Ricans born on the Island as well as on the Mainland. The classroom discussions of the students' experiences in the family visits highlighted this diversity. Comparisons of family structure, lifestyle, and information shared during the visits seemed effective in breaking down stereotypic images and helping students to see Hispanic clients as individuals, products of both cultural conditioning and personal experiences.

Perhaps the clearest benefit of the program from the community's point of view was the sensitizing of student participants to the reality of Hispanics who seek health care services. The students in the program, because of their service delivery roles in the institutions where they work, can serve as advocates for health delivery changes to improve services to Hispanics as well as to assist their Spanish-speaking clients to learn to effectively use the services that are provided. Although this may seem to minimize the language aspect of the program, these

goals actually enhance it. Through this type of combined language instruction - cultural immersion program, participants learn language with a clear purpose in mind: to remove the barriers between providers and clients that stem from a lack of shared linguistical abilities and cultural awareness. In this way, not only can Hispanics receive better health care, but the health care system as a whole can function at its optimum level in serving its patients.

RECOMMENDATIONS

Based on the above experience in collaboration between a University Medical School and a Hispanic Health Care agency to develop a language/culture program for professionals, the following recommendations are suggested:

1. All such professional programs offered at Universities should seek to establish strong community ties with community agencies serving the target population in order to develop shared objectives that meet the needs of both providers of services and the clients they serve.
2. Language instruction in such programs should be complemented with relevant cultural awareness activities that include participation and inclusion of the target community.

3. Members of the target community should be involved in the planning, teaching, and evaluating of language/culture courses designed for professionals serving that population.

4. Students in such courses should have the opportunity to spend time individually with a family living in the target community to provide real language practice and cultural exposure.

5. Programs should include guidance for both students and families prior to, during, and after the experience, providing them with an opportunity to discuss the cross-cultural process as they experience it.

The model described above is particularly relevant to programs in Spanish for health care providers serving an Hispanic community. Nevertheless, it is not limited to this application. It can serve the needs of other professionals (lawyers, social workers, teachers, civil service workers, and members of the private sector) who work with Hispanic clients. In addition, it can be adapted to instructional programs for professionals who serve communities that speak languages other than Spanish. The essence of the program centers in sharing perspectives and resources, bridging the gap between the academic world and the constituency it serves. The combination offers the potential for some of the most exciting educational experiences in foreign language instruction in the United States.

"¿CÓMO SE DICE BEDPAN?": THE URGENT CALL
FOR MEDICAL SPANISH AT MIAMI

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"¿Cómo se dice bedpan?": The Urgent Call
for Medical Spanish at Miami

Several factors have combined to make Greater Miami an unusually busy, primary center for medical services in the Southern region. Some of these circumstances are: Miami's growing population and its abnormally heavy concentration of elderly retirees, which is to say, of individuals with the inevitable health problems of the aging; an attractive climate for those requiring a suitable site for prolonged rest and recuperation; immigration from all over the Caribbean, with many of the newcomers arriving in immediate need of some degree of medical attention; and the fact that, while many Latin Americans visit Miami as tourists or shoppers, others come to avail themselves of local hospital care.

In the article published in the New York Times on December 8, 1983 entitled "Many More of the Elderly Migrate to New States," Glenn Collins reports that of 1,662,520 Americans over the age of 60 who moved out of state during the decade 1970-1980, nearly half went to five states: Florida, California, Arizona, Texas and New Jersey. The census data that he used were analyzed as part of the Retirement Migration Project, a six-year, \$625,000 analysis of migration among the elderly from 1960-1980, underwritten by the National Institute on Aging, a governmental agency. Dr. Charles F. Longino, Jr., director of the Center for Social Research in Aging at the University of Miami, was one of the principal investigators. Dr. Longino found the migratory increase to the Sun Belt "staggering" and said that it "occurred in the face of contrary economic forces," such as the recent recession. Florida, the most popular destination, "captured more than a fourth of all the interstate migrants over age 60 during the last

two decades," according to Dr. Robert F. Wiseman, of the University of Kansas, another of the project's researchers.

Even some citizens from the island of Cuba fly into Miami for the sake of medical care. The State Department reveals in its statistics that, in 1982, of 11,856 travelers from Cuba given temporary visas, a number were specifically for medical reasons. Indeed, we learn from Marilyn A. Moore, a reporter for the Miami News, that the ailing daughter of a high Cuban official, a vice minister of Public Health, was accompanied to Miami by her mother for an evaluation by experts at the Bascom Palmer Eye Institute. No less interesting than the humane, apolitical stance assumed by the examining doctor in this case was the fact that he debated charging the Cuban couple nothing, since the Treasury Department's currency restrictions regarding Cuba had left him so totally confused.

Miami is being actively promoted as a technological and medical health hub for its Latin American neighbors. Dr. José Szapocznick, director of the University of Miami's Spanish Family Guidance Center and cochair of the International Health Committee of Greater Miami, has stated for the local press that "There are tremendous resources here in terms of hospitals and physicians. We have some 800 physicians who speak Spanish". The members of the International Health Committee recently played host to health ministers from ten Central, Latin American and Caribbean nations, along with the director and deputy director of the Pan American Health Organization, in order to tackle health issues, forge ties between these regions, exchange professionals, and assist area hospitals in the marketing of their services to Latin America. Health care, then, is seen as another viable internationally-oriented industry in Greater Miami.

The University of Miami School of Medicine was founded in 1952. It has experienced since then a period of strong, uninterrupted growth, a process of continued increase in size which has paralleled the rapid expansion in population in Southern Florida during the past three decades. The "tremendous resources in hospitals," to which Dr. Szapocznick made reference, include Jackson Memorial Hospital and the Veterans Administration Medical

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Center, in the civic heart of the community, and they form only a part of one of the largest medical centers in the country; the University of Miami School of Medicine has affiliation agreements with both of them and with the Mount Sinai Hospital located on Miami Beach.

The University of Miami is unusually involved in pediatrics and adolescent medicine, with its National Children's Cardiac Hospital and its direct affiliation with the Mailman Center for Child Development. A generous gift of \$5.4 million dollars, donated by a private party to the University in 1983, will make possible the first comprehensive adolescent treatment program in South Florida. This is, apparently, a rather poorly understood area of medicine, for there is even the lack of a term for adolescent medicine analagous to, say "pediatrics" or "geriatrics". Indeed, Dr. James Sussex, the former chairman of the department of psychiatry at the UM School of Medicine, who will become the co-director of the new program, has called adolescents "the step-children of medicine". Among the many areas of specialized care to be included in these comprehensive clinical services for adolescents will be work on adolescent stress and treatment for such eating disorders as anorexia nervosa and bulimia.

Miami is ~~the~~ only university in South Florida, public or private, with a major school of Medicine, and, if we pursue further the sources of its funding, well over eight million dollars in state support was pledged to it in both of the past two years. And, under the Florida Post-Secondary Education Planning Committee's master plan, the UM's School of Nursing is also a beneficiary of academic contracting, enjoying a subsidy from the state designed to promote its Bachelor of Science degree.

The PEPC master plan "encourages institutions to focus on a limited number of priorities, making it more likely that each priority will receive the emphasis needed for a strong program". The University's own ongoing support of Nursing can be seen in its present proposal that went before the PEPC requesting additional funds for that school through a master's-level contract. That proposal was recommended last August

by the PEPC, for tuition only, and now the matter stands as a line item in the Governor's budget awaiting legislative action. Ordinarily PEPC recommendations are accepted and honored by the legislature. What academic contracting of this type permits is that Florida residents can attend the UM School of Nursing for an amount equivalent to what they would pay at a state university. It is cheaper for the state of Florida to make up the difference in tuition between the private and the state school, reimbursing the former, than it is to invest in the establishment and development in the state school of what would constitute a conflict with and a repetition of a local, preexistent program.

Thus the Bachelor of Science in Nursing program at the University of Miami operates with a background of strong community demand for medical services, with state aid in the form of academic contracting approaching \$300,000 a year, and is a recognized priority of the University. The Department of Foreign Languages also benefits indirectly from all of the preceding, since one of the listed requirements for the nursing baccalaureate is Spanish 104 (for three credits), Spanish for Health Professionals, two or three sections of the course having been offered each semester, with enrollments normally exceeding twenty in each class.

Certain causes for concern, however, both intramural and extramural in nature, do vaguely perturb this shared prosperity. Scarcely a year ago the local press displayed numerous want ads that announced job opportunities for potential nursing personnel. No longer is such prodigality evident. Indeed, lately there have been admission slumps that have prompted layoffs in some of Miami's hospitals. Along with this, the government has cut back on length of stay for Medicare and Medicaid. However, as I have been led to understand the situation, nurses with the BSN degree are not among those most affected. Actually this fact in itself provides the School of Nursing with another effective argument in favor of the security to be derived from completing one's education in the field.

Of greater concern to me, really, than this very recent downturn, is the key point

that, as a professor of languages, I wish to explore: the potential for excessive autonomy in languages for professions classes and tactics for maintaining over them the input and control of permanent faculty. At the University of Miami, our regular faculty's time is already fully committed to the teaching of the longer-established language and literature courses provided for in the departmental schedule and, for that reason, during the past two years since its initial introduction, only part time people or carefully selected teaching assistants have been instructing Spanish 104. It was in the spring of 1982 that the School of Nursing at the University of Miami decided to make one elementary course in Spanish for Health Professionals a requirement for its students. Two evening classes of 26 students each were matriculated and a third requested. The request from the Nursing School for an additional section could not be met because of a shortage of available teaching staff, although we did manage to add the third section by the fall of 1983. However, this is a problem as yet unresolved for the future.

What does it matter if part time instead of regular departmental faculty are engaged to handle these teaching assignments? Probably it does not matter greatly at all. if the instructors selected are truly competent and knowledgeable in the subject and if they are not simply left abandoned to their own devices. At the University of Miami we have employed exclusively for the teaching of 104 native speakers of Spanish, individuals of already demonstrated proficiency in the classroom and, normally, those who have additional credentials such as prior experience in the professional translation of technical medical texts or who have already taught Spanish for medical personnel in some of our local hospitals. What is troubling here lies not so much in the likelihood of inferior instruction as in the fact those courses in a department which are not considered cherished turf by the regular faculty are precisely those that are going to be the least enthusiastically protected by it in these perilous times of economic cutbacks. I suspect that in many of the larger departments of foreign languages it is the the courses of languages for professions which seem to the regular faculty to be those which are the most remote,

the most distant from their intellectual preparation and investments. This lack of personal identity seems inimical to any sense of protectiveness. I have heard colleagues aloofly state in effect: "If other academic units need and want these special services from our department, then let them fund them for us from their own budgets".

As an outgrowth of our spirit of cooperation with the School of Nursing at Miami, there has been something of a relaxation of our normal authoritative control. At its request, Spanish for Health Professionals is offered strictly in the evening. Although the late hour discourages through conflicts the possible use of regular faculty, one can readily support the notion of accommodation in this respect, since enrollment would otherwise be rendered precarious.

Also, given the pressure of the BSN requirement, in order to ensure that nursing students do not suffer the fate of being closed out of 104, that they have the first chance at matriculation at a point in time suitably prior to embarking upon another course for which 104 is a prerequisite, Nursing 311, Transcultural Nursing I, the Nursing School has sought and received from our language department permission to handle at its station the coupon distribution for 104 during each registration period. Nursing students normally take Spanish 104 by the fall semester of their sophomore year. The following spring they then take Transcultural Nursing I, which places them in direct contact with the multi-cultural society of South Florida, and with patients emanating from such age and ethnic groups as the elderly, children, Hispanics, Blacks, Haitians, Seminoles and others. Upper division work continues on to include Transcultural Nursing II through V, completed in a variety of hospital and community settings. The Foreign Language Department does compose, administer and correct the competency tests for possible placing out, examinations which are taken also during the week of registration. Since in Miami some 50% of the patient population runs to Spanish-speaking, the Nursing School's urgent call for medical language training is easily understandable.

As in the two items delineated, some small modification in the degree of permanent

faculty control over a departmental language for professionals course might justifiably be allowed. Nevertheless, even such limited relaxation should never translate itself into the relinquishment of what must be considered incontrovertible areas of regular faculty input: staffing decisions, the selection of texts, the preparation of basic syllabi, placing out tests, the visitation of classes and the active gathering of feedback concerning all aspects of the course from the interested faculty and students of the pertinent client school. An effort should be made by two or three regular faculty members of the department to maintain constant, open lines of communications with the office of the Dean of Nursing. Even more, they, along with the instructors of the Spanish for health professionals course, should formally visit the nursing students' natural academic setting. There they can familiarize themselves with such things as the mock hospital room, with the dummies that are used in training sessions on how to administer injections, with audio-visual materials dealing with a host of problems of patient care. Such visits are enjoyable, instructive, cement relations, and stimulate ideas for the classroom.

Finally, there is another, more selfish motive for such active regular faculty input. I believe that the true reputation of a department is not simply the sum of the reputations of its more prestigious faculty and its loftier-sounding programs. Rather it is the sum of the reputations of all that it has to offer to both students in the classrooms and to scholarship. Without proper monitoring at all times by designated regular faculty, language for professions courses present a particular potential for excessive autonomy. This could prove to be: harmful to the quality of the instruction given to the students; of little use to an instructor actually needing and quite probably yearning for greater orientation and direction; and awkwardly disadvantageous to the department, which basks ⁱⁿ with the success or shivers with the failure of every one of the courses that it offers.

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THE TEACHING OF SPANISH FOR MEDICAL PERSONNEL

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THE TEACHING OF SPANISH FOR MEDICAL PERSONNEL

A LEVEL OF AWARENESS: THE HUMAN FACTOR

In 1971, two years before teaching my first course of Spanish for Nurses at a state college in Massachusetts, I learned first-hand in a large Connecticut hospital of the desperation experienced by an Hispanic patient who spoke no English. From my bed in the same room, I watched her frustrated attempts to communicate symptoms to nurses and a doctor who spoke no Spanish. Suddenly I found myself shelving my own physical complaints to become an impromptu interpreter-translator. Forced to flee her country, leaving all vestiges of her previous life and personal identity behind in Castro's Cuba, her assorted symptoms of stress and possible heart complications were virtually impossible to express without the help of an intermediary. At that moment my own consciousness was raised. All subsequent Hispanic population figures have become easily associated with the needs of the woman in that hospital bed. Two years later when asked to teach my first course of nursing Spanish to Fitchburg nurses, I accepted the challenge gladly.

By 1983, after teaching the course for a decade in Massachusetts, Texas, and Vermont, another real-life experience reminded me of the continuing need for medical

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personnel with Spanish language skills. In a famous diabetic clinic in the Northeast, I found myself once more in the patient-interpreter-translator role. This time the need was for an explanation of diabetic diet restrictions to be conveyed to a Puerto Rican male patient. The same day that he was released from the hospital, his roommate, also Puerto Rican, asked for translation assistance in problems related to a virus infection. The message is clear! Even where the patient possesses limited English-speaking ability, the human need to be understood and to communicate in depth in one's own language prevails in emergency situations. Nurses and doctors who can respond to that need in the patient's language possess important tools of communication essential to the art of healing.

STATE OF THE ART

Eleven years ago, when faced with the task of teaching Spanish for nurses, I naively assumed that instructional materials were readily available. Preliminary letters to major hospitals in Miami and New York City brought disappointing replies. Some were kind enough to send copies of materials they had developed. These proved to be long lists of questions in Spanish with no range of possible answers, no provision for learning basic structures or vocabularies, and no evidence of a teaching

methodology. Some appeared to violate everything we know about the process of acquiring a second language. Inquiries to major text companies yielded even less satisfaction. The search for materials was on. The first class period was spent asking students to name their own priorities for study. As practicing nurses they knew exactly what they needed. (The joy of teaching nurses is seldom mentioned but their common-sense approach to language as a tool of the healing arts is undeniably idealistic, headily stimulating to the instructor, and refreshingly pragmatic.) The decisions made together in that first class session have proven to be accurate and repeatedly validated by subsequent groups. Allowing the student to participate in the decision-making process is a powerful motivational factor.

As an audiolingual teacher, I immediately built the course around a series of simple dialogues to be memorized by students, manipulation of a limited number of structures, (e.g. declarative, interrogative and imperative forms; present tense; ir and infinitive to express future, past perfect), pertinent vocabularies, and cultural material. The materials supplied by the New York City hospitals were useful in developing situational units. Other basics were obtained from a college-level Spanish textbook.

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Since the inception of that course, an increasing number of Spanish for medical personnel textbooks has been published. Their usefulness is in direct proportion to one's stated program goals, objectives, and available time for instruction. The instructor may still feel the need to adapt these texts, but their very availability provides a common frame of reference for students and instructor alike, a luxury once unobtainable.

LOGISTICS

Three important variables should be considered if a course in Spanish for medical personnel is to be implemented: 1) the instructor, 2) curricular realities, and 3) the learner.

I. The Instructor. The task of teaching Spanish to medical personnel is usually given to the Modern Language Department. Selection of the instructor should be based upon:

- a. Evidence of enthusiasm and positive personal relations with students. Nurses are often insecure about learning a language and sometimes require lots of initial encouragement. Sometimes physically tired from their nursing duties, a stimulating and understanding teacher can do much to help them shift to the demands of the language learning task.

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- b. Innovativeness and flexibility. The text material may not fully satisfy the course objectives. The instructor may need to modify it and add his/her own creative touches from the start.
- c. Audiolingual methods. Since the learner must demonstrate oral communication skills in real life situations, learning should take place in an aural/oral environment which allows maximum opportunity for developing speaking skills.
- d. Ability to collaborate with college nursing or medical school officials. Some nursing programs require specific field experiences in Spanish-speaking environments. Spanish instructors can cooperate with these efforts by including related instructional material.
- e. Cultural sensitivity. Contact with Hispanic patients requires cultural awareness which should be included in this course. Understanding of cultural attitudes in healing is essential for medical practitioners.

II. Curricular Realities. Nursing schools are usually convinced of the importance of Spanish for their students. However, how to fit it into the already

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burgeoning curriculum is a real problem. Most nursing students are required to take basic core subjects.

This type of course can sometimes be incorporated into the existing core curriculum or offered as a humanities elective. Some approaches which have been or are presently used on campuses in the U.S. are as follows:

1. Six-week intensive summer course at a local campus.

The hospital arranges stable nursing schedules that permit their nurses to attend class every morning for six consecutive weeks. Burbank Hospital, Fitchburg, Massachusetts has done this.

2. An elective course at students' own expense.

Baylor School of Nursing in Dallas encourages students to study Spanish. Internships in Mexican border towns make Spanish a useful tool. In the past, significant numbers of students have taken this 12-week course by choice, at their own expense, during their supper hour several times a week.

3. As a humanities elective (3 semester hours credit).

Well-enrolled classes were made possible at Texas

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Christian University by a collaborative agreement between the Nursing and Modern Language Departments approved by the University Curriculum Committee.

4. As a closed-circuit interactive television course (3 semester hours credit). Intercollegiate credit was arranged through the host campus, Texas Christian University on the T.A.G.E.R. (Texas Association for Graduate Educational Research) television program with capability of reaching nine campuses.
5. As a course substitution for the core requirement, Castleton State College in Vermont has offered Spanish for Medical Personnel twice under an experimental number as a course substitution for the English communications core requirement. Problems in this approach can emerge if a core committee denies this flexibility by arguing that core courses should remain intact for all students across disciplines. The problem for two-year nursing students in their lack of options in a demanding nursing curriculum. For four-year students, the dilemma could be solved by offering the course as a nursing elective.

III. The Learners. Nursing students or professional medical care personnel may share some of the following characteristics which may need to be considered by the instructor:

1. Anxiety about language learning, particularly the acquisition of oral skills.
2. Warring priorities due to academic or professional demands.
3. Pragmatism that can easily become impatient with unsubstantial content.
4. Physical fatigue.
5. Cultural unawareness.

All of the above demand enthusiasm, flexibility, and innovativeness on the part of the teacher. It is very rare for any member of the medical care profession to be taking this type of course as an unwanted, required course. This places an even larger burden of responsibility on the teacher to respect that gift of trust that has been offered.

The anxious student must be encouraged, never singled out for criticism, and to be given ample drill time in class to ensure good speaking skills. Confidence is instilled by having the opportunity to achieve a series of small successes.

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The stress of academic or professional demands can be real. An understanding attitude on the part of the instructor will be appreciated. However, if the course is worth taking, it is also worth looking for. Good attendance and completion of assignments and oral tests must be expected. Establish the criteria for successful performance on the first day of the course and be consistent.

The very qualities that endear these learners to the teacher, i.e. high motivation and pragmatism, can also get in the way if the course content lacks relevance. Be sure to involve students in identifying areas of special interest or usefulness. Keep the pace of the course fast. Give frequent feedback (since they are used to watching grades attentively). Develop interesting, useful dialogues that supply real survival messages. Physical fatigue is difficult to combat. But if your own energies are high enough to maintain a brisk, happy lesson, exhausted students have been known to revive miraculously. If an occasional one dozes off despite your best efforts, ignore it.

Although experienced nurses and doctors may come in contact with Hispanic patients frequently, cultural awareness may still be superficial due to the language

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barrier or lack of indepth exposure to the culture. The inclusion of cultural attitudes toward healing in the course content can be very helpful. It is important to stress that traditional attitudes and practices may not be fully accepted by all members of a particualr culture. As background information it is usefùl. Certainly the functioning of the family support system should be emphasized. A head nurse in a Spanish for Nurses Course once commented, "It really works! After learning about the Puerto Rican family's attitude toward tending to their own patient, we allowed them to select one representative from the family who would stay with the patient all day. This person was allowed to accompany his relative to x-ray, to the laboratory, and to observe every phase of treatment. His reports reassured the rest of the family, cleared the room and halls of unwanted visitors after hours and benefited the patient emotionally."

PROGRAM GOALS

Program goals must be carefully established from the start. Duration of instruction, i.e. 5-6 week summer course; one-semester survival course; one year; or two-year, will influence every aspect of the course. Once this is determined, objectives should be identified.

PERFORMANCE OBJECTIVES

If learning outcomes are clearly identified in behavioral terms they can be measured, observed, and graded more efficiently. Unlike long-term foreign language courses, short-term courses must be carefully focused in terms of expected performance. Objectives should include:

1. listening comprehension skills
2. speaking skills
3. reading skills (only for recognition purposes for one-semester courses)
4. writing skills (only for longer courses)
5. cultural skills

(See Appendix A for weekly content).

PROCESS

The method or process the instructor employs will depend upon individual preference. However, if learner outcomes are to include satisfactory listening and speaking skills, the following guidelines are suggested:

1. during drill and instruction time maintain an uninterrupted flow of Spanish spoken at normal speed.
2. try to set aside a specific time for English explanations or the teaching of culture.

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3. provide ample time for oral practice of:
dialogues pattern drills, rejoinders, etc.
4. provide class time for small-group work for
practicing question/answer material.

EVALUATION

The shorter the course, the more urgent is the need for frequent evaluation. For a one-semester course, weekly quizzes, a mid-term, and a final exam are strongly advised. There can be a danger of slacking off if evaluation is too infrequent. There is merit in supplying prompt feedback to students.

Nursing students are usually very skillful at learning the names for things, e.g. body parts, etc. Many of the Spanish words for body parts, organs, and diseases resemble the English or their Latin derivation which enables students to learn them quickly.

Dialogues should be memorized, overlearned, and frequently reviewed. If dialogues have been assigned for memorization, it is also recommended that they be recited with classmates before the group for a grade. Weekly graded recitations soon become routine and assist students to speak with more confidence. (See Appendix B for sample dialogues).

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Midterm and final exams should stress:

1. listening comprehension skills
2. speaking skills
3. vocabulary/structure identifications
4. limited reading
5. cultural content

The speaking test can be taped during a formal testing time in a supervised language laboratory or in a quiet classroom. Students can be given several contextual situations and asked to record a number of appropriate responses.

CULTURAL MATERIAL

Due to the intensity of audiolingual instruction, students appreciate a change of pace and emphasis. For part of a period once a week readings and lectures on Hispanic culture are recommended. Excellent chapters on sickness and health, witchcraft, curers and physicians, and folk psychotherapy found in The Mexican Americans of South Texas by anthropologist, William Madsen, contain interesting interviews with Mexican Americans who express their personal perspectives. Admittedly from a traditional social context, this material does effectively illustrate attitudes which persist within this target population. In Cultural Diversity in Health and Illness, Rachel E. Spector contrasts Mexican and Puerto Rican traditions presenting

them in clearly understood summaries. Implications for those who provide modern health care services are clearly evident.

MATERIALS

The selection of instructional materials should take into consideration a) the duration of instruction, b) appropriateness for the development of oral skills, c) visual appeal (some recent editions now include illustrations and cartoons), d) program objectives, and e) cultural content (although this material can be supplemented from other sources).

The author has used with some success Communicating in Spanish for Medical Personnel by Tabery, Webb and Mueller published by Little, Brown and Company. The 1984 edition includes visual material, an improved format, and evaluation strategies for each chapter, as well as a final evaluation. Other recent materials that lend themselves to an audiolingual approach, particularly in a one-semester course, are the Addison-Wesley text and tapes Que le pasa?, and Holt, Rinehart and Winston's new text Conversational Spanish for the Medical and Health Professions. Basic Spanish Grammar, with its accompanying text, Spanish for Medical Personnel, published by D.C. Heath appears to be equally appropriate for a one or two semester course.

CULTURAL CONTENT

Of particular relevance to the health practitioner, the following cultural items should be discussed:

1. Traditional definitions of health and illness.

Mexican American folk medicine classifies disease according to cause rather than symptoms. Two major categories distinguish between 1) the so-called "good" or "natural" illnesses which are caused by violating the balance of God's natural world and 2) bewitchments sent by human adversaries utilizing Satanic forces. Good health is believed to be the result of good fortune or a gift from Heaven for good behavior. If illness occurs, the implication may be that it is a punishment sent from God for some misdeed.

2. The theory of bodily imbalances.

A healthy body must maintain an even balance of "hot" and "cold" qualities associated with the four humors: blood, phlegm, choler, and black bile. This physiological theory is a legacy from Spain introduced into the New World from 16th century Hippocratic medicine. Food, beverages, animals, and people are believed to possess "hot" or "cold" characteristics. Thus, if a woman has a "hot" experience, e.g. delivering a baby, she may not eat pork, a "hot" food. Bodily balance can be

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restored only by eating "cold" foods. A patient may refuse hospital food under such circumstances if it is not in compliance with this belief system.

3. Childhood diseases.

Empacho: a form of indigestion believed to be caused by a ball of indigested food clinging to the wall of the stomach or intestine. Stomach pains and cramps may actually be symptoms of appendicitis.

sereno: (evening dew) a pus formation in the corners of a baby's eyes.

chipil: an emotional disturbance and upset stomach in a nursing infant whose mother becomes pregnant before he is weaned.

caida de la mollera (fallen fontanelle): in infants under one year of age, the collapse of the fontanelle is probably caused by dehydration, from diarrhea, or severe vomiting. Some Mexicans believe it is caused by Anglo nurses or doctors who handle the child. Folk treatments include sucking on the fontanelle, pushing the roof of the infant's mouth with the thumbs, or holding the child upside down.

4. Emotional diseases:

Susto: an illness caused by natural fright such as might occur in a narrow escape from being hit by a car. It involves "soul loss" causing the soul to leave the body and to wander freely.

Espanto: a fright sickness caused by an encounter with a ghost. Both susto and espanto patients exhibit symptoms of restlessness, listlessness, anorexic tendencies, and depression.

Envidia: a belief that one's success can provoke envy in one's friends and neighbors. To succeed is to fail. To display one's success is to invite disaster. Thus, a farmer about to purchase extra clothing and new farm equipment may suddenly be stricken with a fatal disease. His illness may be attributed to the envy of his peers.

Mal de ojo: (evil eye sickness) is unintentionally inflicted by a person possessing "strong vision." Symptoms of general malaise, rashes, sores, aches, pains can best be cured by finding the person who caused the illness and asking him or her to care for the afflicted one.

5. Physical complaints:

Puerto Ricans share all of the above complaints with the addition of pasmo, a form of paralysis caused by an upset in hot/cold balances. Numerous disorders are also associated with the hot/cold theory, e.g. a baby is believed to be susceptible to a rash if he is fed a formula (hot). To avoid this, he should be given whole milk (cold).

6. Curanderos and santeros.

A full discussion of the role of the curandera/o in Mexican and Puerto Rican society should be included in the course. Students should be made aware that many Hispanics prefer their services over modern medical treatment. Research has shown that almost three-quarters of Puerto Rican patients in a New York City mental health out-patient clinic had consulted a santero.

7. Treatments used by curanderos.

The relation of folk remedies to scientific methods should be done in an objective fashion. The approach that blends spiritualism, psychology, herbs, and superstition should be explored. To be included would be the use of: herbs and teas, spiritualistic rites, (prayers, offerings, confessions), milagros (small wooden or metal

offerings in the shape of the afflicted body part), massage, cleanings (limpias - as passing an unbroken egg over the body to remove impurities), and herb swatches passed over the body.

8. The curandero vs. the physician.

The appeal of the curandera/o lies essentially in an approach that combines personal, informal, caring relationships to the patient with ties to the world of the spirit. Social, historic, and personal bonds are shared by patient and healer alike. The financial cost is much less than for a doctor. Physicians are preferred less because they are perceived as secular to the exclusion of religious beliefs, authoritarian, impersonal, culturally incompatible and insensitive to the patients' role within the family structure.

9. Puerto Rican and Mexican beliefs in regard to mental illness.

The Mexican curandero is often able to resolve the social conflict responsible for an illness thereby relieving psychosomatic symptoms. Puerto Rican culture insists upon the inclusion of God in psychotherapy. Mental illness, as diagnosed by a psychiatrist, may actually be interpreted by Puerto Ricans to mean mental health. The mental patient is a "special" person, possessed of facultades (or

special qualities granted by God) and is granted esteem. Thus, the society has its own built-in mechanisms for support and acceptance of the mentally ill.

10. Puerto Rican santeros, santería, and hierarchy of practitioners.

Santería is a structured system consisting of espiritismo. It is practiced by mediums and gypsies possessed of facultades or powers which give them the license to practice.

Santeros, who are highly respected, tell the cause of a disease, diagnose and prescribe treatment. Their practices may be found in store fronts, basements, private homes, and even in college dormitories. Advice is initially sought from a woman in the community because women are considered to be primary dispensers of medicine. Help is then sought from a senoría (again a woman who is knowledgeable about causes and treatments of illness). Next, a visit is paid to the espiritista or curandera, - for psychiatric problems, to a santero. If still unsatisfied, a physician's advice may be sought. If this fails, the patient may return to the folk practitioner.

11. Last, but not least, the Hispanic family's relationship to the patient should be discussed. This cultural orientation, at best, can only be cursory in a one- or two- semester course. A course on culturally-based belief systems in the healing arts appears to be needed on many campuses; where it is lacking, the Spanish instructor must integrate cultural material into the course objectives. The human need for understanding goes far deeper than language alone. Each of us lives a life immersed in an unquestioned, cultural environment. Until we press up against a different system, we rarely question our own. For dispensers of health services, awareness of cultural values is essential. Even as the curandera understands her patient in holistic terms, i.e. familial, spiritual, psychological and cultural, - so too must the modern medical practitioner consider the whole person. To reach out to a patient in his own language is an act of caring. To have insight into what his culture has taught him is an even larger act of understanding.

BIBLIOGRAPHY

Textbooks appropriate for survival Spanish courses:

Burkett-Evans, Jenifer. ¿Qué le pasa? Basic Spanish for Medical Personnel. Reading, Massachusetts: Addison-Wesley Company, 1983.

An introductory program consisting of text and tape, designed for those with no previous language background who need Spanish conversational skills in a medical setting. Material can be covered in a one-semester course that meets three hours a week. Lends itself to self-study. Well-gearred for audio-lingual teaching methods. Approximate cost: \$29.95 (student text, user's guide, cassette).

Jarvis, Ana C.; Lebreto, Raquel; Mena, Francisco.

Basic Spanish Grammar. Lexington, Massachusetts: D.C. Heath and Company, 1984.

Basic grammar text to be used with Spanish for Medical Personnel Second Edition. 1984.

Tabery, Julia J.; Webb, Marian R.; Vasquez-Mueller, Beatriz. Communicating in Spanish for Medical Personnel. Second edition. Boston: Little, Brown, and Company, 1984.

A textbook with opposite-page bilingual format.

Bibliography Page 2

Originally conceived to teach Spanish to English speakers, the text is also useful to teach English terminology to Spanish speakers. Useful for short-term survival courses, the text emphasizes simple vocabulary and structures most useful for fundamental communication between health care provider and patient. Useful for any level of language study. Well-categorized vocabulary in a conversational context. Evaluation measures for each chapter and a final evaluation for the entire text are suitable for listening comprehension quizzes and testing of oral skills. Material is well suited to small-group practice. Very useful for one- or two-semester courses.

Teed, Cynthia A.; Raley, Harold C.; Barber, Jeffrey B. Conversational Spanish for the Medical and Health Professions. New York, N.Y., N.Y.: C.B.S. College Publishing, Holt, Rinehart, and Winston, 1983.

Well-presented survival language material appropriate for one- or two-semester courses. Material was used in the field in Texas, particularly at Saint Joseph's Hospital and the Houston Medical Center. Bilingual opposite-page format relies heavily on cognate recognition.

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Wilbur, Cynthia J.; Lister, Susan. Medical Spanish:
the Instant Survival Guide. California:

Addison-Wesley Publishing Company, Inc.

Medical/Nursing Division, 2727 Sand Hill Road,
Menlo Park, California.

A practical handbook intended for use by those who have had no formal training in Spanish. Provides instant access to common medical phrases and terminology. Covers all aspects of medical communication from medical to administrative, from psychiatric to nutritional, from greetings and amenities, to medical forms. Compact, spiral-bound, same-page bilingual format should be convenient for quick reference. Not a textbook geared for audiolingual teaching methods, but an excellent sourcebook for health professionals.

Approximate cost: \$16.95.

Cultural Resources:

Madsen, William. The Mexican Americans of South Texas.

N.Y.: Holt, Rinehart and Winston, 1973.

Spector, Rachel E. Cultural Diversity in Health and

Illness. New York: Appleton-Century Crafts, 1979.

APPENDIX A

A Proposed Schedule of Study for a
One-Semester Course: Spanish for Medical Personnel
(3 hours instruction per week)

- Week I Asher strategies: total physical response
Greetings/leavetaking/useful phrases
Dialogue 1 for mastery - Changing the bandages
Body parts
- Week II Review/testing of first week's work
Organs of the body
Formation/use of regular verbs - present tense
Functions and complications
Symptoms
Culture
- Week III Review/testing of second week's work
Taking a medical history
Dialogue 2 for mastery - Answering the patient's
call
Numbers
Culture
- Week IV Review/testing of third week's work
Measures
Time telling
Dialogue #3 - Giving an enema
Admissions procedures
Cultures
- Week V Review/testing of fourth week's work
Hospital rules
Clothing and articles of personal use
Culture
- Week VI Review/testing of fifth week's work
Physical and emotional care of patient
Review all dialogues
Culture
- Week VII Medicines/treatments
Hospital map
Review of 7 week's work
Midterm exam (listening comprehension and
speaking)

Appendix A Page 2

- Week VIII Maternity: Labor & Delivery
Dialogue #4 - Determining stage of labor
Culture
- Week IX Review/testing of eighth week's work
Labor & Delivery (continued)
Dialogue #5 - Labor conversation/calming
Culture
- Week X Review/testing of ninth week's work
Dialogue #6 - Labor Conversation/coaching
Postnatal care of mother
Care of newborn
- Week XI Review/testing of tenth week's work
Dialogue #7 - Delivery of baby
Surgery: Prep and anesthesia
Operations/results
- Week XII Review/testing of eleventh week's work
Foods: meats/vegetables/fruits/desserts/
condiments
- Week XIII Review of twelfth week's work
Diets/foods
Emergency Room
- Week XIV Review entire week
Final exam to include:
1. listening comprehension
 2. vocabulary identifications
 3. cultural content
 4. speaking - evaluated from cassette recordings submitted to the instructor. Spontaneous responses to given hypothetical situations are judged according to accuracy of vocabulary and structures, inventiveness, courtesy, cultural sensitivity, overall consideration of the patient, and general effectiveness of communication.

I. Establishing the stage of labor

Enfermera: ¿Cuánto tiempo ha tenido contracciones, señora?
Madre: Desde las ocho de la noche.
Enfermera: ¿Siente dolores ahora?
Madre: Sí, muchos.
Enfermera: ¿Con cuánta regularidad?
Madre: Cada cinco minutos.
Enfermera: Bueno. Voy a ponerle un reconocimiento.

II. Calming the patient

Enfermera: ¿Ha perdido las aguas?
Madre: No, señorita. ¿Cuándo va a nacer mi bebé?
Enfermera: ¿Es éste su primer niño?
Madre: No. Es mi segundo niño. Ay, de mí. ¡Qué dolores! Santa Maria, ¡ayúdeme!
Enfermera: Cálmese, señora. Estoy aquí. Voy a ayudarle.

III. Nurse's instructions

Enfermera: 1) Inhale por la nariz y exhale por la boca cuando empiece una contracción.
2) Durante la contracción, respire (o jadee) poco profundamente como eso. (pant)
3) Después de la contracción, inhale por la nariz y exhale por la boca.
4) Fíjese los ojos en un objeto en el cuarto.
5) Trate de relajarse,...las piernas, los brazos, las nalgas, las manos.
6) Trate de relajarse entre contracciones.
7) Vamos a ver como está el bebé. Voy a escuchar el latido.

IV. Checking the degree of dilation

Enfermera: Favor de decirme cuando empiece la proxima contracción.
Voy a darle un examen interno.
Madre: Una empieza ahora.
Enfermera: Ah...está progresando. Vamos a ver como está su dilatación.
Felicidades! Está completamente dilatada ahora por diez centímetros. A la próxima contracción, respire profundamente y empuje. Va a sentir como una evacuación, pero siga empujando.

Madre: ¿Cómo eso? ¿Dónde está el médico?
Enfermera: No se preocupe. Está en el pasillo.

V. Getting her into the delivery room

Médico: Buenos días. ¿Está lista para tener su bebé?
Madre: Sí, señor.
Enfermera: Podemos ver la cabeza ahora.
Médico: Vamos a la sala de parto pronto.
Enfermera: Después de la próxima contracción, favor de ponerse en la camilla.
Bueno. Favor de moverse al extremo de la mesa y ponerse las piernas en los estribos.
Madre: ¿Puedo empujar?
Enfermera: Puede empujar ahora.

VI. The Delivery

Médico: Voy a ponerle una inyeccion de Novacaine. No empuje.
Enfermera: Bueno. Abre la boca y jadee. Empuje poco a poco.
No empuje ahora. El médico tiene que hacer la episiotomía.
Médico: O.K. Favor de empujar poco a poco.
No empuje. La cabeza está parteada. Empuje otra vez.
Bueno. Ah. Felicidades. Es un varón.
Madre: Gracias a Dios.
Enfermera: Vamos a secarle al nene ahora. ¡Qué bonito es! ¿Quiere tenerlo?
Madre: Por favor. ¡Qué angelito!

PONIENDO UN LAVADO

- Enfermera: 1) Voy a ponerle un lavado. (enema)
2) Vírese para el lado izquierdo, por favor.
3) Respire despacio por la boca.
4) Si puede, aguante el lavado por cinco o diez minutos.
5) Cuando le haga efecto, no descargue el inodoro; llame a la enfermera.

CAMBIANDO LOS VENDAJES

- Enfermera: Buenos días, señor Ramirez. ¿Cómo se siente hoy?
Paciente: No muy bien.
Enfermera: Qué lástima. ¿Qué le pasa?
Paciente: Tengo mucho dolor en las piernas porque me aprietan los vendajes.
Enfermera: Pobrecito. Voy a cambiarlos en seguida. ¿Está listo?
Paciente: Sí, señorita. Con mucho gusto.

STREET SPANISH FOR THE HELPING PROFESSIONS

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STREET SPANISH FOR THE HELPING PROFESSIONS

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I. Preliminary remarks

The night of November 20, 1983 I was awakened by a phone call from the police dispatcher. A fellow officer had just been shot in the foot during an exchange of gunfire with a burglar, who escaped badly wounded. There had been, however, a witness. Could I come to the police station and make a drawing from her description? As Dr. Pisoni explained, I am an auxiliary policeman and part of my volunteer function is that of police artist.

The witness was from Venezuela and spoke no English. Moreover, her Spanish was dialectical, semi-literate at best and shot through with colloquialisms: Street Spanish, totally unintelligible to the product of standard American college Spanish courses -- or, for that matter, to many people who have spoken polite Spanish all their lives.

The story has a happy ending, though. After working with the girl for about two hours, I was able to come up with a

likeness which, when compared with other drawings and photographs, enabled the police to close the files on a series of assaults, burglaries and rapes going back several years. Today there are more than a few female students and housewives who can breathe a bit easier because as luck would have it somebody was around who could make sense of what a terrified Hispanic girl was babbling. The gunman was apprehended and is now in jail.

This, ladies and gentlemen, is what this paper is all about. I have spent most of my adult life teaching medieval literature and the labyrinthine intricacies of romance philology, so that I would be the very last to decry the pursuit of aesthetics or pure scholarship. Yet outside the academic cocoon there is this real world from which we academicians are gloriously insulated, but whose problems we send our students to confront. As they do so -- most particularly in our large cities -- they observe that the territorial conquest Spain could not accomplish on the battlefield it has managed in the bedroom. Our young people view these teeming millions, with their special problems -- la indocumentación, los caseros tacanos, etc. -- and demand of us that we enable them to communicate, so that they can do the very work we have urged upon them. Speaking bluntly, they are telling us to put our money where our mouth is. And why not? To our idealism, endemic in the teaching profession, our future social workers and criminologists would correctly add a measure of practicality. Today's student wants to know what

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good something is -- what it will do for him -- and if you tell him it is good or worth learning simply because it is beautiful he will think you have gone mad. This, I submit, is our own fault. We have created in him this appalling schizophrenia of Judeo-Christian idealism on the one hand and earthy pragmatism on the other. Yet we have given him only half the equation. We have trained the surgeon but withheld the scalpel. The result is often a frustration that manifests itself in a rebellion against, or boredom with required courses, most notably foreign languages.

II. Background

Thus it should surprise nobody that two years ago some very bright students, registered in a Spanish course required for the degree in sociology, come to me in something approaching desperation. Could I possibly teach a course in street Spanish -- the Spanish of the common folk, the butcher, the baker, the Chandler as well as the criminal element, so that they could take away something practical from their language requirement with which to address the immediate challenges of urban blight? Had these been average students, I would perhaps have attributed their request to the popular misconception that nonstandard or substandard grammar is less complicated and therefore easier than correct speech. But these were industrious kids. One has since gone on to take a master's in public administration. Furthermore, they knew they could not benefit from their own

~~was~~ suggestion because such courses do not simply spring full blown from the womb of curriculum committees.

The first step was to sell my own department on such a course, which meant taking one regular section out of operation and filling it with a sufficient number of warm bodies to pay its own freight. There is always some administrative resistance to any intangible that might cost money, and some residual resistance from doctrinaire faculty to any new idea that departs from currently fashionable dogma. Fortunately, my chairman was willing to take the chance if (a) the money could be found somewhere and (b) the requisite registration could be mustered. The University Experimental Education fund came up with a seed grant of \$1,000 for the former; and the various chairmen of Sociology, Social Work and Criminology directed an ample number of their majors to the new offering. In March, 1983 I had a waiting list of disappointed turnaways, some of whom offered to sit on the floor if necessary.

One problem: Spanish is not my native language. I learned it as an adult; and though I have lived and worked in Spain and South America for years, being exposed to much illiterate and semi-literate speech, I did not grow up exposed to the Spanish street slang and criminal argot which forms a separate dialect. This mandated two urgent procedures: (1) I had to locate vocabulary lists of street obscenities and commit them to memory; and (2) I had to talk at length with Hispanics immersed in the

lingo of the drug traffic, petty crime, vice and general rascality. For the former, I ransacked the libraries and the memories of my Hispanic friends and colleagues. For the latter I went to New York City and, through the courtesy of Phoenix House, a halfway house for drug addicts, I was able to interview at length a series of native informants who showed me that the creative artistry of Spanish cusswords surpasses in imagination, beauty of form, metaphoric pyrotechnics and pure poetic genius the finest efforts of a Death Valley mule skinner or a Limehouse rat catcher.

Another problem: my degrees are in foreign affairs and romance languages, not social work or criminology. I had to learn a lot in a hurry. In order to reduce the experiential time lag to zero, I applied to go through the police academy, which took three months, five to six hours a night after work. Now I am no longer a kid, but in spite of some aching muscles I made it. In July, 1982 I took and passed the state exams, so that I now ride as a uniformed auxiliary several hours a week with the regular police. This has given me insights into the lifestyle of the target population I could have acquired in no other way.

An additional problem, to which I had given absolutely no forethought, was psychological. I had no idea how Victorian I am, at least by today's standards. I do not object to strong language, but I am uncomfortable with gratuitous obscenities.

It is one thing to read such lexical items in a book, or to hear them in a barracks; it is quite another to repeat them in the presence of young women, even when they are dressed in the trappings of formal learning. I still find it difficult to believe my ears when I hear attractive girls, young enough in some instances to be my granddaughters, bandying language I am conditioned to associate with waterfront taverns and jails. I will never become totally at ease with it, but as Harry Truman said, if you can't stand the heat get out of the kitchen. And with this new course in street Spanish, it goes with the territory.

III. Methodology.

So there was by this time a real commitment on my part. When I faced the class for the first time a year ago, I was emotionally charged and I think some of the electricity passed to the students. My first priority, I realized, was to maintain that electricity. Under no circumstances could I permit boredom to set in. The technique I developed was based on an aphoristic piece of advice from a former boss of mine, an old-time public relations man: never try to hold an audience more than twenty minutes. The problem is, we are stuck with fifty-minute class periods. How to resolve it? Answer: variety with surprise. I made sure that each class period embraced at least three different operations, none lasting more than the prescribed twenty minutes. These might be, for example, spontaneous

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conversation in Spanish; a visit by a native speaker; a "real-life situation" staged by competent young actors or the class members themselves; grammatical explanations, never to exceed ten minutes; a simulated radio broadcast using tape recorders; pronunciation of dialectical forms; reading and discussion of Spanish-language newspapers; and a number of others.

The quarter was divided into ten lessons, or one per week. Each lesson was based on a specific theme, e. g., Alcoholism and the Alcoholic as a Social Phenomenon; The Economics of Poverty; Inner City Crime; Drug Abuse; etc. Within this theme the typical framework involved four stages, or one for each of the four class days per week. Each week offered a different approach to emergency communication, which, for want of a better term, I called basic structures. These rest on the premise that if life, health or property is at stake, you can't waste time worrying about the niceties of polite grammar. In brief, survival Spanish -- but survival Spanish geared to a specific set of professions.

So, for example:

- Simple tenses and how to improvise them with an infinitive if you have to.
- Compound tenses and how to simplify them.
- Nouns, pronouns and how to improvise when you can't remember.

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- Adjectives and where to put them. Some common cusswords.
(Squeamish students were excused from this section without prejudice, but only one -- a minister's daughter -- chose to leave the room.)

- Adverbs and how to use them to improvise verb inflections.
- Giving orders, asking favors.
- Business letter formulae: why it takes an Hispanic a whole paragraph to say Dear Sir or Yours truly.

Each grammatical explanation was limited to not more than ten minutes, but each was dramatized by a "real-life" situation; and each category of human problems was dramatized in like manner. For example, commands were illustrated by a simulated arrest. (Get out of the car! Turn around! Hands on top! Get your feet apart!) A pat-down search of the arrestee provided an opportunity to teach vocabulary as various items were produced: keys, driver's license, knife, razor, meat hook. A simulated emergency childbirth offered an enthusiastic youngster who had stuffed her dress with a couple of pillows a chance to complicate things by pretending not to understand what was wrong with her.

Each week's lesson involved also a good deal of conversation practice, usually determined by the weekly topic discussed above. These were integrated with reading selections taken directly from Spanish-language newspapers representing three widely separated geographical points: New York City; San Juan,

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Puerto Rico; and Phoenix, Arizona. I took the articles directly from the newspapers, with accompanying photographs where possible, and had them printed by photo-offset to form a 150-page block of text. The early articles were provided with marginal vocabulary which gradually diminished as high-frequency words were eliminated, until the student was required, in the later articles, to depend on his dictionary. For this purpose I had them purchase the University of Chicago paperback Spanish dictionary by Castillo and Bond.

Additional surprise readings, taken largely from the New York paper Noticias del Mundo, to which I subscribe, were presented in class. For this type of exercise I made transparencies for use on an overhead projector. These had the additional value of currency, the news being seldom more than three days old. Topics included, for example, unemployment compensation; child abuse; FBI tactics; social security regulations; drug abuse; city planning; baby formulas; health care; women's rights; and many others. They also read the want ads: help wanted; abortion clinics; real estate; pest exterminators; used cars, legal advise; detective agencies; you name it.

An interesting exercise that never failed to inspire a measure of anxiety was the radio broadcast. This is perhaps the most demanding because the student must depend entirely on his hearing. I prepared them by making tape recordings of news

items, which I then played in class without commentary. Some of the recordings I myself made; others were prepared by native speakers. The students were asked to explain what they thought they heard. The tape was then played a second time with explanatory comment where appropriate.

In this regard, we are lucky in our department to have a fair number of native speakers from Latin America. Using grant money, I hired four of them at five dollars an hour to converse two hours per week outside of class with groups of my students. For this purpose I converted my basement into a sort of bodega, with appropriate decorations and background music. This special two-hour session occurred Wednesday evenings. The students were not required to participate because some had schedule conflicts, but those who did claimed to benefit from them.

Two problems inhere in the nature of the subject matter:

(1) Pronunciation of street Spanish. The difference between classical Castilian and the street language of Spanish Harlem is roughly the difference between the English of Sir Winston Churchill and that of a Brooklyn taxi driver. A delicate socio-political point must be stressed: students must be cautioned against attempting to use substandard or even nonstandard pronunciation because their natural egalitarian instincts will only be misinterpreted as condescension, which in turn will only offend or amuse. In either case their

professional effectiveness will be attenuated. They should -- must -- learn to understand the swallowing of some consonants, metathesis of others, opening and closing of still others. They must recognize cargao for cargado, lo' muchacho' for los muchachos, bibio for vivido, /kaže/ for calle, pol favol for por favor, jueron for fueron, naide for nadie. But they must not try to use this sort of speech when dealing with their special public.

(2) Vocabulary. Normally, foreign language vocabulary lists approach a one-to-one correspondence. Casa/'house', zapato/'shoe', morir/'to die', caliente/'warm', pero/'but'; etc. In street language, however, we deal with several synonyms for a single concept. Cocaine, for example, is known variously as el perico, la mujer blanca, la nieve, el polvo, el vengamás, el boy. The police may be called los azules, los puercos, la jara, el escuadrón, la renta, los perros, el agua, los camarones, los pescados, los pies de plomo, los pies planos, la jarindonga, and other even less endearing terms. If you are stoned on drugs you may be imbalao, arrebatao, embollao, trepao, volando, or juquiao, which is taken directly from the English 'hooked'.

The male and female genitalia are, together with the reproductive process, subject to a wide variety of epithets, some hilariously picturesque and others merely disgusting. This street lexicon, difficult enough already, becomes incredibly complicated when one addresses pharmaceuticals, especially when

those compounds are mixed with various adulterants such as rat poison or embalming fluid.

IV. Results, Conclusion, Projections.

Was the course a success? I am too old to make categorical statements of that kind. There are, however, some indicators: student evaluations were uniformly enthusiastic, if that means anything. Demand for the course has increased to the point we may have to make room for an additional section or sections. Examination results were gratifying. Absenteeism was practically nonexistent; for four straight weeks there were no absences of any sort, excused or otherwise. Classroom camaraderie could be more closely compared to a high esprit de corps. On the other hand, I know I made mistakes. It is impossible to avoid mistakes when developing a new course and teaching it for the first time. In compiling material to present you have an embarrassment of choice and no doubt I chose wrong on many occasions. One hopes that repetition will help iron out the rough spots.

Is there a need for such a course? The shooting incident I mentioned at the beginning of this paper took place in the small town of Athens, Ohio -- in the heart of rural Appalachia. Yet even there the only witness of value was an Hispanic. This dramatizes, I think, the extent to which our society has been penetrated. We are fast becoming a bilingual nation. Arizona is already legally so. One of every twenty people in America is Hispanic, and some estimates run much higher. Chicago has

half a million Mexicans and the inundation continues, as it does from Puerto Rico and South America. Rodriguez is the name of highest frequency in the New York telephone directory. If you want to be a clerk in a Miami department store, you had better know Spanish. If you want to be a nurse in Boston City Hospital, you have to speak Spanish.

In brief, my friends, the future is here. There is no point in debating the philosophy of immigration laws. There are large sections of every major city in this land where English is never heard, and the situation is not going to change in our lifetime. Whether these people are here legally is not the point. They are here, and they are entitled, if not in a legal sense, then in a humanitarian sense, to whatever help we may be able to offer.

So I do not believe the need for this or similar courses will fade any time soon. I would be pleased to see others undertake such a program and I will be glad to help you get started. But I have one parting word of advice: if you don't feel a genuine commitment, forget it. The spade work had only begun. You must know what you are going to do before you go to class, which means a lot of work.

As for me, I intend to continue. My grant was renewed, which means that this year I can have some secretarial help.

Let me close on a brief thought that occurred to me during the course of these deliberations. One excuse frequently

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offered for lack of emphasis on foreign language study in this country is our geographical isolation. This is now a contradiction in concepts. We have a foreign country inside the United States, but it is no longer foreign. It is genuinely American. As a matter of elementary patriotism, we must teach and learn and master both major languages within our borders. If we as teachers fail to do so, we are lazy. If we are lazy, we become ipso facto discriminatory. And if we are discriminatory, we are poor Americans.

Thank you.

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